2000-2001 CATALOG

378.756
M769c
2000-01

The Catalog of Montreat College May 2000

Published by the Office of Public Information, Montreat College, Montreat, NC 28757. The Catalog of Montreat College is available on request from the Office of Admissions by calling 828-669-8012, ext. 3781 or by e-mail (admissions@montreat.edu).

Copyright © 2000 Montreat College

MONTREAT COLLEGE
Box 1267
Montreat, NC 28757

828-669-8011
800-622-6968
828-669-9554 fax

MONTREAT COLLEGE
School of Professional and Adult Studies
4135 South Stream Boulevard, Suite 200
Charlotte, NC 28217

704-357-3390
800-436-2777
704-357-0176 fax

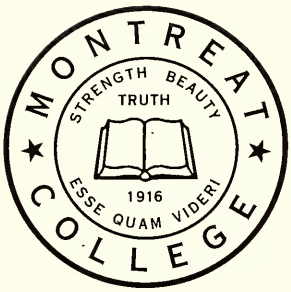
MONTREAT COLLEGE
School of Professional and Adult Studies
Ridgefield Business Center
318 Ridgefield Court
Asheville, NC 28806

828-667-5044
828-667-9079 fax

http://www.montreat.edu

Montreat College reserves the right to make necessary modifications in classes, fees, personnel lists, academic policies, and programs at any time.

Montreat College admits students of any race, color, religion, sex, age, national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, religion, sex, age, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school administrative programs. It does not discriminate in admission or access to its programs and activities on the basis of handicap as defined by Section 504 of the Rehabilitation Act of 1973.



2000 - 2001 CATALOG OF MONTREAT COLLEGE

CONTENTS

Academic Calendars 2
The College 5
Admission 16
Financial Information 23
Student Life 34
The Academic Program 43
Degree Requirements 61
Courses of Instruction 109
Special Programs and Opportunities 159
Boards and Officers 166
Administration and Faculty 170
Index 177

2000

JANUARY

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEBRUARY

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29				

MARCH

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

APRIL

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MAY

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JUNE

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

JULY

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

AUGUST

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

SEPTEMBER

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

OCTOBER

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

NOVEMBER

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

DECEMBER

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

2001

JANUARY

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

FEBRUARY

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

MARCH

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

APRIL

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

MAY

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JUNE

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

JULY

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

AUGUST

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

SEPTEMBER

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

OCTOBER

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

NOVEMBER

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

DECEMBER

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

2002

JANUARY

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

FEBRUARY

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

MARCH

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

APRIL

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

MAY

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JUNE

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

JULY

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

AUGUST

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

SEPTEMBER

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

OCTOBER

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

NOVEMBER

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

DECEMBER

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FALL 2000 SEMESTER

Student Services Workshop ..... August 10-11, Thurs.-Fri.
Leadership Weekl ..... August 14-18, Mon.-Fri.
Faculty Workshop ..... August 17-18, Thurs.-Fri.
New students arrive ..... August 19, Sat.
Continuing students arrive ..... August 21, Mon.
Advising and registration of all students ..... August 22, Tues.
Classes begin at 8:00 a.m. ..... August 23, Wed.
Opening Convocation at 11:00 a.m. ..... August 24, Thurs.
Last day to add a course ..... August 30, Wed.
Family Weekend ..... September 29-October 1, Fri.-Sun.
Staley Lectures ..... October 3-5, Tues., Wed., Thurs.
Homecoming ..... October 5-8, Thurs.-Sun.
Midterm/last day to drop a course with a "W" ..... October 11, Wed.
Fall break begins after last class (dorms close at 5:00 p.m.) ..... October 11, Wed.
Dorms reopen at 7:00 p.m. ..... October 15, Sun.
Classes resume ..... October 16, Mon.
Board of Trustees meeting ..... October 19-20, Thurs.-Fri.
Missions Conference ..... October 22-24, Sun.-Tues.
Board of Visitors meeting ..... October 27-28, Fri., Sat.
Advising and Preregistration for spring semester ..... November 6-17, Mon.-Fri.
Thanksgiving Break begins after last class (dorms close at 5:00 p.m.) ... November 21, Tues.
Dorms reopen at 7:00 p.m. ..... November 27, Mon.
Classes resume at 8:00 a.m. (following a Monday schedule) ..... November 28, Tues.
Writing Competency Testing, 3:00-4:00 p.m. ..... November 29, Wed.
Last day of class ..... December 8, Fri.
Final examinations begin at 8:00 a.m. ..... December 11-14, Mon.-Thurs.
Christmas Vacation begins after last exam (doors close at 5:00 p.m.) .... December 14, Thurs.

SPRING 2001 SEMESTER

New students arrive ..... January 7, Sun.
Continuing students arrive ..... January 8, Mon.
Advising and Registration of all students ..... January 8, Mon.
Classes begin at 8:00 a.m. ..... January 9, Tues.
Opening Convocation at 11:00 a.m. ..... January 9, Tues.
S.A.L.T. ..... Week of January 15
Last day to add a course ..... January 16, Tues.
Crossroads Kickoff Week ..... Week of February 12
Midterm/last day to drop a course with a "W" ..... February 28, Wed.
Spring break begins after last class (dorms close at 5:00 p.m.) ..... March 2, Fri.
Dorms reopen at 7:00 p.m. ..... March 11, Sun.
Classes resume at 8:00 a.m. ..... March 12, Mon.
Advising and Preregistration for fall 2001 ..... March 19-22, Mon.-Thurs.
Easter break begins after last class (dorms close at 5:00 p.m.) ..... April 12, Thurs.
Dorms reopen at 7:00 p.m. ..... April 16, Mon.
Classes resume at 8:00 a.m. on a Monday schedule ..... April 17, Tues.
Board of Trustees meeting ..... April 19-20, Thurs.-Fri.
Final exams study day ..... May 3, Thurs.
Final examinations begin at 8:00 a.m. ..... May 4-5, 7-8, Fri.-Tues.
Commencement at 11:00 a.m. ..... May 12, Sat.

FALL 2001 SEMESTER

Student Services Workshop ..... August 9-10, Thurs.-Fri.
Leadership Week ..... August 13-17, Mon.-Fri.
Faculty Workshop ..... August 16-17, Thurs.-Fri.
New students arrive ..... August 18, Sat.
Continuing students arrive ..... August 20, Mon.
Advising and Registration of all students ..... August 21, Tues.
Classes begin at 8:00 a.m. ..... August 22, Wed.
Opening Convocation at 11:00 a.m. ..... August 23, Thurs.
Last day to add a course ..... August 29, Wed.
Family Weekend ..... September 21-23, Fri.-Sun.
Staley Lectures ..... October 2-4, Tues., Wed., Thurs.
Homecoming ..... October 5-7, Fri.-Sun.
Midterm/last day to drop a course with a "W" ..... October 10, Wed.
Fall break begins after last class (dorms close at 5:00 p.m.) ..... October 10, Wed.
Dorms reopen at 7:00 p.m. ..... October 14, Sun.
Classes resume ..... October 15, Mon.
Board of Trustees meeting ..... October 25-26, Thurs.-Fri.
Missions Conference ..... T.B.A.
Board of Visitors meeting ..... November 2-3, Fri., Sat.
Advising and Preregistration for spring semester ..... November 5-16, Mon.-Fri.
Thanksgiving break begins after last class (dorms close at 5:00 p.m.) ... November 20, Tues.
Dorms reopen at 7:00 p.m. ..... November 26, Mon.
Classes resume at 8:00 a.m. (following a Monday schedule) ..... November 27, Tues.
Writing Competency Testing, 3:00-4:00 p.m. ..... November 28, Wed.
Last day of class ..... December 7, Fri.
Final examinations begin at 8:00 a.m. ..... December 10-13, Mon.-Thurs.
Christmas vacation begins after last exam (dorms close at 5:00 p.m.) .... December 13, Thurs.

SPRING 2002 SEMESTER

New students arrive ..... January 13, Sun.
Continuing students arrive ..... January 14, Mon.
Advising and Registration of all students ..... January 14, Mon.
Classes begin at 8:00 a.m. (following a Monday schedule) ..... January 15, Tues.
Opening Convocation at 11:00 a.m. ..... January 15, Tues.
S.A.L.T. ..... Week of January 21
Last day to add a course ..... January 22, Tues.
Crossroads Kickoff Week ..... Week of February 11
Midterm/last day to drop a course with a "W" ..... March 6, Wed.
Easter/Spring break begins after last class (dorms close at 5:00 p.m.) ..... March 21, Thurs.
Dorms reopen at 7:00 p.m. ..... April 1, Mon.
Classes resume at 8:00 a.m. following a Monday schedule ..... April 2, Tues.
Advising and Preregistation for fall 2002 ..... April 8-18, Mon.-Thurs.
Board of Trustees meeting ..... April 25-26, Thurs.-Fri.
Final exam study day ..... May 9, Thurs.
Final examinations begin at 8:00 a.m. ..... May 10-11, 13-14, Fri.-Tues.
Commencement at 11:00 a.m. ..... May 18, Sat.

THE COLLEGE

Montreat College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4501) to award the associate's degree, the bachelor's degree, and the master's degree.

MISSION

Montreat College is a Christian liberal arts educational institution committed to the integration of faith and learning. Through our focus on faith, we seek to glorify Jesus Christ, to reflect His image, to serve His Church and to encourage faith development in students. Through our focus on learning, we seek to educate the mind and challenge the spirit, to discern truth, to communicate effectively, and to become agents of renewal and reconciliation in the world. Through faith and learning we seek to encourage students to discover the call of God in every sphere of life.

FOUNDATIONS

We believe humanity is God's creation in His own image, and therefore persons are thinking, relational, moral and spiritual beings of dignity and worth. We seek to serve students in all these dimensions. Our aim is to challenge students to become the complete persons a loving God intends them to be and to live in vital relationship with Him. Therefore, we seek to be a faith community as well as an academic community. We see our educational mission as an extension of the great ends of the Church and seek to graduate students who are committed to Christian servant-leadership in the world, promoting personal and social righteousness by God's grace and to His glory.

As a Christian college in the Presbyterian tradition, we are guided in our pursuit of academic excellence by the framework of Reformed beliefs. We confess the living God as the ultimate foundation of our faith and the source of all truth. We believe God is revealed perfectly in Jesus Christ. We affirm our Lord and Savior Jesus Christ as the center of history, restoring purpose, order, and value to the whole of life. We believe Jesus Christ to be the focus and culmination of scripture and that God's written Word is inspired, authoritative and, rightly interpreted by the Holy Spirit, is our infallible rule for faith, conduct, and worship. We study and address a world and humanity which

were created good, corrupted by the fall, redeemed through faith in Christ, and are moving toward the final consummation of God's purposes through the work of the Holy Spirit.

EDUCATIONAL OBJECTIVES

Approaching the integration of faith and learning from an informed, biblical perspective, faculty, staff, and students form a Christian community of learners that seeks to pursue the premise that all truth is God's truth and explores the significance of this in the various academic disciplines. We are committed to a thorough exploration of and complementary relationship between biblical truth and academic inquiry. We openly embrace students of all cultures, races, and faiths in an atmosphere of academic excellence, intellectual inquiry and Christian love.

The College seeks to provide a broad, rigorous liberal arts curriculum with an emphasis on traditional and selected professional degree programs, including degree programs for adult learners. The College's educational objectives include:

1. That students will develop an informed, biblical world view including the following:
    1. The sovereignty of God over all creation and knowledge;
    2. A lifestyle of Christian service to others and the community;
    3. The recognition of the intrinsic worth of self and all persons;
    4. A genuine critical openness to the ideas and beliefs of others;
    5. The formation of values and ethical reasoning;
    6. An appreciation for what is beautiful, true and good in the arts and literature;
    7. A respect for and attitude of stewardship toward the whole of creation;
    8. An understanding of the past and its interconnectedness with the present and future.
2. That students will demonstrate effective written and oral communication skills.
3. That students will demonstrate critical thinking and problem-solving skills.
4. That students will demonstrate essential computer information systems skills.
5. That students will demonstrate competency in their academic majors.
6. That students will develop interpersonal and team skills and an understanding and appreciation of their personal strengths and weaknesses.
7. That students will become reflective and responsible citizens, effective leaders, and committed laity.

VISION

Montreat College aspires to be a Christian college of such character that we are known regionally, nationally and internationally for the quality and value of our educational programs. We seek to be a leading, serving institution through developing students who will become servant-leaders in society. We would be a first choice provider of Christian higher education, an inspiration to our students, a servant to our communities, and a blessing to the whole church.

AFFILIATION

Montreat College is affiliated with the Presbyterian Church (U.S.A.) and has a covenant relationship with the Presbyteries of Western North Carolina and East Tennessee, and with the Synod of the Mid-Atlantic. We are a member institution of the Council for Christian Colleges and Universities.

INTRODUCTION TO MONTREAT COLLEGE

At Montreat College, a student's experience is enhanced by an education of value, grounded in a strong liberal arts core, taught by outstanding Christian faculty, and prized by today's employers and graduate schools. Students benefit from Montreat's small classes where their opinions matter, and they grow through one-on-one interaction with professors and classmates. Studies challenge them to integrate faith and learning while considering subjects in ways never thought possible. Hands-on experiences in the majors (internships, field studies, mission programs, community service, and independent research) enable students to gain practical career and life preparation.

Montreat College enrollment is rapidly growing. Total enrollment is more than 1000 in the traditional Montreat campus program and in the off-campus program, the School of Professional and Adult Studies. The student body typically represents approximately thirty states and ten other countries.

The natural beauty of the Montreat campus both calms the spirit and awakens the senses. In a diverse and multicultural environment, students learn how to investigate the unfamiliar, think critically, and communicate and clarify their ideas. In the process, they develop the skills, personal values, and faith to take their place in the world with confidence.

Montreat College welcomes students of many denominations and cultural backgrounds, including students from all corners of the world. In the dorm or

over dinner at a professor's house, students find themselves sharing perspectives and exchanging ideas. The distinct spirit of community goes beyond the faculty, staff, and students and extends to visiting Christian conference members and residents of the neighboring towns of Montreat and Black Mountain, as well as to the "cottagers" who vacation there throughout the seasons.

Montreat College is also a place where students can set themselves apart through an extraordinary range of leadership opportunities. A nationally recognized Discovery/Wilderness Program takes advantage of the mountain location and offers a unique twenty-one day adventure for academic credit. Outdoor recreation opportunities ranging from hiking to whitewater adventures to snow skiing are available to students. The students also choose from a variety of off-campus volunteer service opportunities such as area nursing homes, churches, orphanages, and shelters.

Montreat College is a member of the Appalachian Athletic Conference (AAC) of the National Association of Intercollegiate Athletics (NAIA). Men compete in baseball, basketball, cross-country, golf, soccer and tennis. Women compete in basketball, cross-country, soccer, softball, tennis and volleyball. Also students enjoy an active intramural program where exciting competition takes place throughout the year.

Montreat College's off-campus School of Professional and Adult Studies holds classes in Asheville, Charlotte, Murphy, and various other North Carolina locations. Campus extension facilities are located in Charlotte and Asheville.

Montreat College's School of Professional and Adult Studies is designed especially for the adult learner who has completed some college work and desires to finish a degree in an accelerated program by attending class one night per week. This off-campus program offers A.S., B.B.A. and M.B.A. degrees.

HISTORY

The beauty and tranquility of the Blue Ridge Mountains led Congregationalist Minister John C. Collins to form the Mountain Retreat Association in 1897 "for the encouragement of Christian work and living through Christian convention, public worship, missionary work, schools, and libraries..." By 1907, J.R. Howerton of Charlotte, North Carolina, conceived and carried out the idea of purchasing Montreat for the Presbyterian Church in the United States. Then, in 1913, Dr. Robert C. Anderson, president of the Mountain Retreat Association, proposed that the grounds and facilities of the Association be used for a school during the academic year. In 1915, the

General Assembly decreed "that the property of the Mountain Retreat Association be used for a Normal School and that the establishment of the school be referred to the Synods."

The Synods of Appalachia, Georgia, Alabama, North Carolina, Tennessee, and Virginia elected trustees who met in Montreat on May 2, 1916, and elected Dr. Robert F. Campbell of Asheville, N.C., chairman, Mr. W. T. Thompson, Jr. of Knoxville, Tenn., secretary, and Ruling Elder T. S. Morrison of Asheville, N.C., treasurer. The Montreat Normal School, a four-year preparatory and two-year college combination, opened its first session in October 1916 with eight students. Montreat Normal School continued to grow over the years. Throughout times of war, economic fluctuations, and rapid social change, the school sought to provide a Christian setting in which to prepare young women to become teachers.

In 1934, during Dr. Robert C. Anderson's tenure as president, Montreat Normal School (College Department) was renamed, simply, Montreat College. The college grew as its academic program expanded. It began a four-year degree program in 1945. After 14 years as a four-year women's college, the college was restructured in 1959 as a coeducational junior college and was given a new name, Montreat-Anderson College.

In 1985, the college Board of Trustees, realizing the demands and changing circumstances in higher education, made the decision to become again a baccalaureate institution. The dream of its first president, Dr. Anderson, was for the college to serve as an accredited baccalaureate institution. The college has realized that dream. It returned to the original name of Montreat College in August of 1995, sharing the original vision and identity. The change reflects the Montreat College of today, a four-year college with several growing campuses and graduate studies.

Montreat College's School of Professional and Adult Studies began offering classes on September 19, 1994. The college's Charlotte campus was officially opened on September 11, 1995. Montreat College's Asheville campus held its grand opening on October 8, 1996.

In June 1998 Montreat College was accredited by the Commission on Colleges of the Southern Association of Colleges and Schools as a level 3 institution to offer the master's degree in business administration.

The presidents of the college have been Dr. Robert Campbell Anderson, 1916-1947; Dr. J. Rupert McGregor, 1947-1957; Dr. Calvin Grier Davis, 1959-1972; Dr. Silas M. Vaughn, 1972-1991; and William W. Hurt, 1991 to present.

CAMPUS LOCATIONS

Montreat College is located in the beautiful Blue Ridge Mountains of Western North Carolina. The scenic main campus is nestled into sloping woods just 15 miles east of Asheville, North Carolina, and 2 miles from Interstate 40. Students enjoy the proximity of Asheville, one of North Carolina's most architecturally and culturally diverse cities. Adjacent to Montreat is the historic town of Black Mountain, with picturesque avenues, stores and restaurants.

The climate is widely recognized as one of the world's finest and the region has been a major summer and autumn vacation area for years. A number of ski resorts are located within easy travel from the campus, making the area a winter favorite also.

Montreat College's main campus is set in the mountain valley town of Montreat. The tree-filled campus contains many small streams. Students enjoy living in the beautiful stone dormitories that provide views of the mountains surrounding the campus. The buildings on campus are made of mountain stone. There are two men's residence halls and two women's halls where more than 80 percent of the students live.

Montreat College's School of Professional and Adult Studies has permanent campus facilities located in Charlotte and Asheville, North Carolina. The School of Professional and Adult Studies holds classes in various other North Carolina locations.

The Charlotte campus is located off Tyvola Drive near the Charlotte Douglas Airport. The Charlotte Coliseum is within sight of the modern campus at 4135 South Stream Boulevard. Located at 318 Ridgefield Court in the Ridgefield Business Center, the Asheville campus is located in a growing section of the city, near the Biltmore Square Mall, off I-26. Both campuses are convenient and practical, having been designed with the adult student in mind.

COLLEGE BUILDINGS AND FACILITIES

Gaither Hall (1935 with later renovations) houses the President's Office, the Advancement Offices, the Alumni Office, the Public Information Office, the Registrar's Office, the Chaplain's Office, the Business Office, the Admissions Office and the Financial Aid Office. The college's Gaither Chapel, classrooms, a language and music laboratory, music faculty offices, and the Fellowship Hall

are located in Gaither Hall. This building was given to the college by Mrs. R. C. Anderson as a memorial to her parents, Mr. and Mrs. Thomas Hall Gaither.

McGowan Center for Christian Studies (1998) is the new home of the Christian Ministries Division with faculty offices, classrooms, conference and seminar rooms. It also features the 212-seat ***Chapel of the Prodigal*** with a fresco based on the return of the Prodigal Son by internationally-known artist Ben Long.

L. Nelson Bell Library (1972, renovated) is a centrally-located facility containing more than 67,500 bound volumes; 38,335 titles on microfilm; 438 periodical subscriptions; ample study rooms; and a computer lab available for student and community use. The Bell Library belongs to a coalition of college libraries, which greatly enhances study and research by making more than 500,000 volumes available from colleges throughout Western North Carolina. The college has installed a campuswide fiber-optic computer network linking the computer lab and campus and providing access to the Internet. (See Library Facilities on page 12.) The teacher education faculty and staff are housed in the lower level of the library.

Hamilton Gallery (1997) is located on the mezzanine of the L. Nelson Bell Library and provides space for student art and traveling and local exhibitions.

Morgan Hall (1969, renovated) provides ample classroom space for science and mathematics classes and well equipped laboratories. In addition there are faculty offices, a large lecture hall and a seminar room.

McAlister Gymnasium (1954, renovated) provides class facilities for health, physical education and outdoor education, coach and faculty offices, locker rooms, athletic training facility, weight room and gymnasium.

McLeod Hall (renovated) houses the offices of the Christian Ministries, Human Development, and Humanities faculty.

Anderson Hall (1968, renovated), air-conditioned with private baths and an elevator, provides residence for 144 women. The five-story building has a spacious lobby and is carpeted throughout.

McGregor Hall (1942, renovated), an air-conditioned residence hall for older students, features an extensive lobby dominated by a large stone fireplace. McGregor Hall also houses the college's Health and Counseling Centers.

Davis Hall (1964, renovated) is an air-conditioned men's residence hall accommodating 102 students. It has a private lounge and reception area and baths on each floor.

Howerton Hall (1979, renovated), an air-conditioned men's residence hall housing 112 students, has private or adjoining baths for all rooms.

Howerton Dining Hall (1950, renovated) provides food service for students, faculty and staff, and guests. A small, private room is also available for group meetings.

W.H. Belk Campus Center (1985) is centrally located on campus beside Gaither Hall. This beautiful building includes a prayer room; large mall area with student mail boxes; the Cavalier Cafe; the campus bookstore; document center; offices for Academic Affairs, Student Services, Art faculty, Business faculty, classrooms; and the college's computer lab.

Anderson House (1912), the former residence of founding President Dr. and Mrs. R. C. Anderson, serves as the President's home and is a comfortable setting for special occasions and receptions.

Newell Athletic Field (1982), with a spectacular view of the mountains, contains the collegiate baseball field which was literally carved out of the mountainside. Physical education classes and intramural sports are also conducted on this field.

Athletic Fields at the Presbyterian Children's Home (1996) are new additions for the college's intercollegiate athletic program. The soccer field and softball field are in nearby Black Mountain.

LIBRARY FACILITIES

The L. Nelson Bell Library is an integral part of the college's academic program. The staff, collection and services support the educational program and information needs of the faculty and students, both on and off campus.

Services include interlibrary loan, on-line searching of databases and library instruction. Staff members provide orientation to the library for students and work closely with the faculty to offer instruction to individual classes. Librarians are available to assist students in locating information via the Internet and in the use of electronic reference sources.

The library's collection offers access to information in all formats. Resources include books, periodicals (print and electronic), CD-ROM and on-line databases, microforms and audiovisuals. The audiovisual department provides materials and equipment to support and supplement the instructional program. On-line services include Dialog, FirstSearch and UMI's ProQuest Direct

database. Through the Mountain College Library Network (MCLN) on-line catalog, faculty and students have access to 500,000 volumes from academic libraries in Western North Carolina.

The building is equipped with ample study and research areas for individual and group work. Available within the facility are computers with Internet connectivity, an audiovisual viewing room for use of non-print media, a curriculum laboratory, small study rooms and individual study carrels.

Special collections include the memorabilia of Dr. L. Nelson Bell, the Crosby Adams Music Collection, and the Education Curriculum Lab.

The main campus library is the hub for library services at the Charlotte and Asheville campuses. Services for the School of Professional and Adult Studies (SPAS) are designed specifically to meet the needs of the adult student population. Provision is made for computer-based informational services, reference assistance, library instruction, borrowing at university libraries, interlibrary loan, access to reference materials, and prompt document deliver. Core collections of current business journals and reference books are located at each site to support course work and research. Arrangements with area academic libraries offer borrowing privileges to S.P.A.S. faculty and students.

Through their Internet accounts, faculty and students can use an on-line database that offers comprehensive coverage of business journal literature. This information service provides access to over one thousand business journals and newspapers, with many in full-text. Students can connect to the database from terminals in the libraries at the Charlotte or Asheville campuses or from their notebook computers at home.

Additionally, the main campus library makes all of its services available to S.P.A.S. faculty and students. The on-line catalog and associated database can be accessed from the Charlotte and Asheville site. The catalog contains Montreat library holdings as well as those of five other academic libraries. Requests for library services may be transmitted to the main campus library by toll-free telephone line, fax, or e-mail. The Librarians conduct on-line searches, provide interlibrary loan and reference services, and fax journal articles directly to the student. Library orientation sessions are conducted for individual cohorts. Courier service among the three campuses expedites document delivery.

COMPUTER FACILITIES

Montreat College is served by a Windows NT network that utilizes a fiber optic backbone linking most campus buildings and a wide area network linking the Montreat, Asheville and Charlotte campuses. High Speed hardwire connections which provide access to the campus network and to the Internet are available to all residential students for a small setup fee. All students receive a free e-mail address.

Computer labs consisting of Multimedia Computers with connections to the Internet are available in the Belk Center Computer Lab and the Bell library Community Training Facility. Internet Access is also available in the library facilities at the Asheville and Charlotte campuses. Various academic departments have other facilities available including Macintosh computers and department-specific software.

The College hosts an extensive World Wide Web home page at http://www.montreat.edu. Visitors can access information about the college and campus life. They can look at faculty home pages and request information about classes. Students can access assignments, schedules and other class information online. Alumni can visit the page and see what is happening at Montreat, as well as keep in touch with other alumni. Prospective students can request more information, including an application by e-mail. admissions@montreat.edu.

The website for "An Adventure of the American Mind" can be accessed at aam.montreat.edu.

Further information on computing facilities is available by contacting the Technology Department.

Bill Schieche	ph. (828) 669-8012x3664	e-mail: bschieche@montreat.edu
Tom McMurtry	ph. (828) 669-8012x3654	e-mail: tmcmurty@montreat.edu
Drake Thomas	ph. (828) 669-8012x3665	e-mail: dthomas@montreat.edu

OTHER FACILITIES IN MONTREAT USED BY THE COLLEGE

The Montreat Conference Center provides facilities often used by Montreat College. They include:

Assembly Inn, an attractive conference hotel across Lake Susan from the college campus, accommodates 180 overnight guests. The spacious lobby, dining room,

seminar conference rooms and a convocation hall are available for college use. Parents and friends of students will find comfortable accommodations here. Please write for reservations to Assembly Inn, Montreat, North Carolina 28757, or call (704) 669-2911.

Tennis Courts are used for college teams, classes, and personal play.

Anderson Auditorium, the year-round assembly hall which seats more than two thousand people, is available for college commencements, concerts and convocations. It also houses four classrooms and a small auditorium for drama and concerts.

The Barn serves as the Montreat center for square dancing and clogging.

An Additional Facility:

The Department of History, one of the two official archival agencies of the Presbyterian Church (U.S.A.) encourages the use of its facilities by Montreat College students for historical research into topics of current interest to the Presbyterian and Reformed community. The collection includes 40,000 printed volumes, 20,000 periodical volumes, over 6,000 cubic feet of archives and manuscript material relating to the history of the Southern Presbyterian Church, and a strong biographical and bibliographical collection. Resources for study are also available in North Carolina, United States, European and Asian history. The presence of the Department of History in Montreat provides Montreat College students the rare opportunity to work with materials usually found only in centers of graduate education.

ADMISSION

For information and application materials, please contact the Director of Admissions at: Montreat College, Box 1267, Montreat, North Carolina 28757; 1-800-622-6968; E-MAIL admissions@montreat.edu; WEB SITE http://www.montreat.edu. Application should be made through the regular application process, and all formal application materials should be submitted to the Director of Admissions.

FRESHMEN APPLICANTS

Students entering the college as freshmen must submit the following:

1. Formal application including photograph.
2. An application fee of $15 which is not refundable.
3. An official transcript of high school credits indicating successful completion of requirements for graduation with a diploma, or State High School Equivalency Diploma, or record of successful completion of General Educational Development (GED) tests.
4. Medical Examination Report and Immunization Record filled out in full and signed by a physician. North Carolina State law requires all students attending a public or private college or university to submit proof of immunizations prior to registration. All records of immunization must be certified either by a physician's signature, a Health Department stamp, or a copy of North Carolina School Health Record. Dismissal from school is mandatory under the law if these immunization requirements are not met.
5. Scholastic Aptitude Test (SAT) scores from the College Entrance Examination Board, Princeton, NJ 08540, or American College Testing (ACT) scores from the American College Testing Program, Iowa City, IA 52240, as recorded on an official high school transcript, or sent directly by the test center to Montreat College (Code No. 005423); or the TOEFL Test for international students.
6. To be accepted a student must submit an essay, class rank and high school transcript. They must meet SAT/ACT and high school GPA requirements as determined by a sliding scale. High school core class requirements are: 4 years English, 3 years Science, 3 years Social Studies, 3 years Math (Algebra I, II, Geometry) and 1 year Foreign Language. Specific questions regarding the sliding scale should be directed to the Admissions Office.
7. An international student must be a graduate of a secondary school system or the equivalent and must have sufficient proficiency in the English language so he/she is able to study at the college level. International

applicants who have lived in the United States for less than two years and/or have not graduated from an English-speaking school must:

a. visit the college and appear before a screening committee;
b. submit a minimum score of 500 on the Test of English as a Foreign Language (TOEFL).

International applicants who are currently living outside the United States must have:

a. a minimum score of 500 on the TOEFL test;
b. good recommendations on English ability from a missionary or an appropriate agency representative, another English-speaking person in the area, or a headmaster or teacher;
c. submitted an official transcript of the secondary school record, preferably including class rank.

The international student must meet the same obligations as other students including obtaining a medical examination and proving financial responsibility.

8. Montreat College welcomes applications for admissions from students who have been home schooled. Students who complete high school are required to present documentation of their academic work. Students who complete high school in a nonregistered home school should take the GED exam and include official scores along with a record of their home school courses and an ACT or SAT score.

*Please note: Beginning with the fall 2000 academic year, Montreat College will strongly recommend that students have a computer to enhance their learning experience. The suggested minimum requirements may be found on our website at **www.montreat.edu/technology/specs.htm.**

TRANSFER STUDENTS

Montreat College welcomes transfer students. A minimum of sixty academic semester hours with a 2.0 (C) average will permit a student to enter with junior class status; students with ninety academic semester hours will be granted senior status.

All students seeking degrees must meet the requirements as outlined under "Degree Requirements" regardless of the total credits accepted in transfer.

Transfer students must submit the following:

1. Formal application including an optional photograph.
2. An application fee of $15 which is not refundable.
3. An official transcript from all post-secondary institutions previously attended.

4. A statement of good standing or eligibility to re-enroll from the last post-secondary institution attended.
5. An official high school transcript and SAT or ACT scores required of all applicants with less than 24 semester hours of transferable credits.
6. Scores of the Scholastic Aptitude Test of the College Entrance Examination Board or the American College Test of the American College Testing Program, sent directly by the Board to Montreat College (Code No. 005423).
7. Medical Examination Report and Immunization Record filled out in full and signed by a physician. See #4 under "Admission of Freshmen."
8. International students wishing to transfer college credit must meet the same qualifications listed in #6 for "Requirements for Admission of Freshmen."

CONDITIONS OF ACCEPTANCE OF CREDIT

Determination of acceptable credit from another institution will be by the Vice President and Dean of Academics and the Registrar. Basically, only work graded "C" or better will be accepted for credit toward graduation from Montreat College. In some cases, however, grades of "D" may be accepted in view of the student's overall academic performance and other pertinent factors. Credit will be accepted for work from accredited institutions in courses even when Montreat College offers no equivalent course, provided that the transferred course is considered to be within the general framework of the liberal arts curriculum. Information concerning acceptance of credit from non-accredited institutions may be obtained from the Registrar.

GENERAL INFORMATION

Students may enter Montreat College at the beginning of either semester. Although Montreat College has a rolling admission policy for each semester, students are strongly encouraged to apply well before the starting date of the semester they wish to enter. Housing and class space are limited, and early acceptances will receive preference.

When all application forms and credentials are received from the applicant, the Admissions Director and/or the Admissions Committee will review them, and the applicant will be notified of the decision. Each qualification of the applicant will be considered in relation to all of his/her qualifications—no one item will

necessarily be the deciding factor in acceptance or rejection. All accepted students are required to pay a non-refundable advanced payment of $100. Students are encouraged to make this payment as soon as possible to reserve the room of their preference; payment is required prior to preregistration for courses.

A campus visit is the single most important step for a student in determining the right college to attend. Montreat College encourages and invites all students to visit, tour the campus, attend class, talk to professors and students, and eat in the dining hall. Individual appointments are available. Call 1-800-622-6968 or e-mail: admissions@montreat.edu for more information.

All student records and files are kept confidential in accordance with the Family Educational Rights and Privacy Act of 1974. This act grants to all students in secondary education the right to inspect, to challenge, and to a degree control the release of information about a student in their files. The request must be in writing on forms provided in the Office of Student Services. The college has 45 days to comply with each request. Following access, the student or parent may request a hearing to challenge the contents of a record. The Dean of Students will arrange the time and place and notify the student or parent of such. Except under court order, the information within a student's file will not be released without the written consent of the student. The provision excludes the custodian of the file. Anyone properly looking at a student's file must put a signed explanatory form therein.

RESIDENCY REQUIREMENTS

Unless a student is twenty-one years old or above, married, living with parents or legal guardian, or at least a junior in good academic standing, he/she will be required to live in one of the college's residence halls. Part-time and special students are not included in this requirement. Normally, student leaders and officers will be required to live on campus.

Implementation of this policy shall be by the Dean of Students. Complete information is published in the college's *Residence Life Handbook*.

READMISSION OF FORMER STUDENTS

Students formerly enrolled at Montreat College who for any reason have not been in attendance for the preceding semester must submit to the Admissions Office a formal application for readmission. The Vice President and Dean of

Academics, the Dean of Students, and the Registrar will be consulted before a decision is made on readmission.

Students who have been enrolled at another institution and are applying for readmission to Montreat College must submit the following:

1. Formal application.
2. An official transcript from each institution attended since leaving Montreat College. Students who have not been enrolled at another institution need only submit a formal application for consideration.
3. Approval by the Vice President and Dean of Academics and the Dean of Students.
4. Medical Examination Report and Immunization Record filled out in full and signed by a physician. See #4 under Admission of Freshmen.

ADMISSION OF SPECIAL AND PART-TIME STUDENTS

Students may be admitted to the college to take fewer than 9 total academic hours for their personal edification, without pursuing a degree. Students wishing to enter under the "special" classification should make formal application and indicate their desired admission status.

A special student wishing to take 12 or more credits in one semester must apply as a regular student through the Admissions Office. A maximum of 18 credits earned while a special student will be applied toward a degree program.
A student is considered part-time when he or she is seeking a degree, has been accepted as a regular student, and takes fewer than 12 credits in a given semester.

TIME-SHORTENED DEGREE OPPORTUNITIES

Montreat College accepts and provides numerous programs by which students may accelerate their academic careers, have a wider range of course choices, and reduce the overall length of time spent in completing degree requirements, such as:

1. Early Admission: This program allows superior students to be admitted following completion of the junior year in high school. Applicants will be considered on an individual basis by the Admissions Committee.

For additional information, contact the Admissions Office. No student will be considered who has less than a "B" average for all high school work attempted.

2. Dual Enrollment: This program permits a student to take on-campus courses simultaneously at Montreat College and another educational institution, such as a high school. These credits earned prior to high school graduation would permit a student to have advanced standing placement. For more information, high school students should contact the Admissions Office or the Registrar.
3. Increased Course Load: Students with a 2.75 average the preceding semester at Montreat College may obtain written permission from the Vice President and Dean of Academics to carry up to 21.5 semester hours.
4. Credit by Examination: A student may participate in a variety of credit-by-examination programs in order to earn credit toward degrees awarded by Montreat College. A maximum of 30 semester hours may be awarded through any combination of these programs. Credit will be received as pass/fail. No credit will be granted for any course in which the student is enrolled, or was enrolled and failed to meet the course requirements. These tests may be taken only one time. These programs are explained below:
    a. Advanced Placement Program (APP)—This credit by examination program is sponsored by the College Entrance Examination Board for evidence of completion of a college-level course taken in the high school. Scores of 3, 4, or 5 will be accepted.
    b. College Level Examination Program (CLEP)—This CLEP Subject Area examination will award credit toward graduation to students who earn scores equal to grades of "C" or better. (Only 3 hours English composition credit accepted.) Students may make arrangements by August 1 to take the CLEP Subject Area examinations on campus before the beginning of school.
    c. Proficiency Examination Program (PEP)—These examinations, sponsored by the American College Testing Program, cover some subject areas not currently offered by other national credit-by-examination programs, and credit will be granted for scores which reach Montreat College's standards.
    d. Servicemen's Opportunity Colleges Course Credit (SOC)—Veterans may submit through SOC a record of courses completed while in the armed service.
    e. Montreat College Divisional and Departmental Proficiency Testing—Tests will be administered during the Orientation-Testing Period.

f. Modern Foreign Languages—A student who is placed by examination into Intermediate or higher French or Spanish will be exempt from taking the elementary course of that language and granted 6 hours credit if a "C" or better is earned in the advanced-level course.

FINANCIAL INFORMATION

Montreat College tries to insure that the opportunity for Christian higher education be given to all who desire it. By endeavoring to keep expenses at a minimum and by offering a substantial and comprehensive financial aid program, Montreat provides educational opportunity for many students who otherwise might not be financially able to attend college. NO QUALIFIED STUDENT SHOULD HESITATE TO APPLY BECAUSE OF LACK OF FINANCIAL RESOURCES.

TRADITIONAL PROGRAM FEES

2000-01 TUITION, ROOM AND BOARD

	Per Semester	Per Year
Full-time Tuition*	$5,865.00	$11,730.00
Room and Board**	$2,307.00	$ 4,614.00
Resident Student Rate	**$8,172.00**	**$16,344.00**

*Full-time tuition is charged to students taking nine or more semester hours.
**Room charge based on double occupancy. Additional charge for private room is noted below.

SPECIAL INSTRUCTIONAL FEES: 2000-01

Discovery (OE 243)	Per Course	$ 650.00
American Ecosystems (EV 305)	Per Course	$2,200.00
Downhill Skiing (PE 242)	Per Course	$ 275.00
Applied Music (instrumental and voice)	Per Course	$ 95.00

OTHER CHARGES: 2000-01

Advance Deposit (Nonrefundable)		$ 100.00
Returned Check Fee		$ 20.00
Late Arrival Fee (with prior approval of Business Office)		$ 25.00
Late Registration Penalty (without prior approval of Business Office)		$ 100.00
Graduation Fee		$ 40.00
Audit Fee	Per Course	$ 100.00
Part-Time Tuition (Less than 9 semester hours)	Per Credit Hour	$ 300.00
Graduate Level Part-Time Tuition	Per Credit Hour	$ 300.00
Overload Fee (Over 18.5 credit hours)	Per Credit Hour	$ 100.00
Off-Campus Student Fee		To Be Determined
Student Sickness and Accident Insurance (Required unless Waived)		To Be Determined
Student Athlete Participation Insurance (Required unless Waived)		To Be Determined

RESIDENTIAL STUDENT AMENITIES

Private Room Charge	Per Semester	$ 650.00
Campus Network via Hardwire Connection	$110 (minimum) one-time setup fee	
Campus Parking Permit		No Charge
Local Phone Service		No Charge
Extended Basic Cable Television Service		No Charge
Authorization Code for Long Distance Service		No Charge
E-Mail Address		No Charge

Student accounts are assessed for library fines, damaged property, parking fines, etc., as those charges are incurred.

PAYMENT OF TUITION, FEES, ROOM AND BOARD

Tuition and fees are due on or before registration for each semester. Bills showing estimated charges are mailed to new and preregistered students in early July and December. "Prepaid" status is afforded those who make payment arrangements by August 1 for the fall semester and January 1 for spring semester. All students are required to attend financial registration before the start of each semester, unless they secure the prior approval of the Business Office.

For the convenience of students and their families, an annual payment plan (payable over ten months) and a semester payment plan (payable over three months) are available through Academic Management Services at 1-800-635-0120.

Students who have unpaid accounts at the college will not be permitted to register for the next semester or to graduate. Transcripts and grade reports are not issued unless all charges have been paid in full. The college reserves the right to assess reasonable costs of collection and litigation as well as levy an interest charge equal to one and one half percent (1.5%) per month on any account with a balance beyond thirty days past due.

REFUND/REPAYMENT POLICY

A student is considered enrolled for attendance purposes until the last day of attendance or the end of the semester, whichever is first. To withdraw from classes, the student should follow the formal withdrawal process outlined in the catalog. Official withdrawal forms are available in the Registrar's Office.

A "refund" refers to money paid toward college charges that must be returned to financial aid sources and/or the student. A "repayment" is the amount of cash disbursed to the student that must be repaid to federal, state or institutional sources.

Requests for refunds are to be directed to the college Business Office. The amount of refund will depend upon whether the student has been awarded federal Title IV and state financial assistance.

GENERAL INSTITUTIONAL REFUND POLICY

Generally, if a student withdraws from the college during the semester, the amount of charges retained by the college depends upon the period of time the student has been enrolled.

If the student withdraws:	The college retains:
Before the first day of class	0%
Before the end of the first week of class	10%
Before the end of the third week of class	50%
Before the end of the fifth week of class	75%
After the fifth week of class	100%

An administrative fee of $100 will be deducted from any refund due. Fees are not refundable.

RETURN OF TITLE IV STUDENT AID

In the event a student withdraws from the college, the Business Office is required to process a withdrawal calculation. Such a calculation is based upon the student's last date of documented class attendance. All awards that include federal Title IV aid will be subject to the federal Return of Title IV Funds calculation. All non-federal funds are subject to the Montreat College refund calculation, except for the North Carolina Legislative Tuition Grant (NCLTG). The NCLTG is always refunded to the state of North Carolina unless the student has completed over 60 percent of their period of enrollment and has attended through the eligibility date before withdrawing. The NCLTG cannot be prorated based upon the length of enrollment. Montreat College has a fair and equitable refund policy, as required under Section 668.22(b)(1) of the federal regulations. The Montreat College refund calculation is equal to the federal calculation but considers only non-federal forms of aid.

The federal Return of Title IV Funds calculation determines the percentage of the period of enrollment for which the assistance was awarded that the student actually completed. This figure is used to determine the percentage of the aid the student earned for the period of enrollment. All unearned funds are returned to the proper agencies in the order prescribed by federal and state laws: Unsubsidized Stafford Loan; Subsidized Stafford Loan, Federal PLUS Loan; Federal Perkins Loan; Federal Pell Grant; Federal Supplemental Educational Opportunity Grant; other state, private, or institutional aid; the student.

The student must pay any charges remaining on the student's account after funds are returned to the proper agencies.

APPEAL PROCESS

A student may request an exception to the college refund policy by directing a written appeal to the Vice President for Financial and Information Technology.

CREDIT BALANCES

A student may receive a distribution of a credit balance from his/her account during the semester, though not prior to the conclusion of the first two weeks

of the semester or the actual receipt of funds. To receive a check for the credit balance, all requests must be made by submitting a credit refund request form to the Business Office on Mondays. Credit refund request forms are available in the Business Office. Monday will be the only day the student will be able to request funds from his/her account. The only exceptions to these rules concern credit balances derived from the deposit of Title IV federal student aid. A credit refund check in such cases will be issued automatically by the Business Office within 14 calendar days in accordance with federal regulations.

CAMPUS STORE

The Montreat College Campus Store is located in the Belk Campus Center and provides for the purchase of textbooks and supplies.

LAUNDRY SERVICE

Residential students are required to bring their own linens. Self-service laundry facilities are available in all residence halls.

TELEPHONE SERVICE

Free local telephone service is available in all campus residence hall rooms. Residents are expected to provide their own true touch-tone telephones in order to use the service. Direct dial long-distance service is available by arrangement through the college Business Office.

CABLE TELEVISION SERVICE

Free extended basic cable service is available in all campus residence hall rooms. Residents are expected to provide their own cable-ready televisions. Premium services are not available.

FINANCIAL AID

GENERAL INFORMATION

There are two types of financial assistance at Montreat College: aid based on financial need and aid based on other criteria, such as academic or athletic achievement. Each year, the college administers more than $2 million in assistance.

The Financial Aid Office is committed to helping the student/parent with funding to the best of our ability. However, the ultimate financial arrangements must be made between the student/parent and the Business Office.

A student must be classified as a full-time student in good academic standing to receive federal, state and institutional funding. Pell Grants and loans may be obtained by students who are less than full-time and qualify.

APPLICATION PROCEDURE

1. Apply for admission to Montreat College.
2. Complete the Free Application for Federal Student Aid (FAFSA) and the Montreat Institutional Financial Aid Form. Mail these two forms to the Montreat College Financial Aid Office. Forms should be submitted as soon as possible after January 1.
3. Montreat College will process the FAFSA electronically for a student. The results will be mailed to you and the school simultaneously.
4. Financial aid decisions are made after a student has been offered admission and after all documents regarding the family's financial situation are received. Students are notified via an official award letter which must be returned within fifteen days after receipt.
5. Students eligible for educational benefits through Veterans Administration, the Social Security Administration or Vocational Rehabilitation should apply directly to these agencies and inform the Financial Aid Office.
6. STUDENTS MUST REAPPLY EACH YEAR FOR FINANCIAL AID.

TYPES OF FINANCIAL AID

Financial aid usually is awarded in a "package" or combination of different types of assistance from various sources. Scholarships, grants, long-term loans, and employment are integral parts of the financial aid program, and some portion of the aid offered may consist of each of the forms.

Scholarships and grants are non-repayable gifts. Those available are Montreat College academic, athletic and program scholarships and grants as well as those from outside the college including: state grants (North Carolina Legislative Tuition Grant for North Carolina residents and those portable from other states for out-of-state students), Pell Grants, Supplemental Educational Opportunity Grants (SEOG) and North Carolina Contractual Grants.

Loans available to Montreat College students include Federal Stafford Loans (subsidized and un-subsidized), Perkins Loans and Federal Parents' Loan for Undergraduate Students (PLUS).

Work programs administered by the Financial Aid Office are the Federal College Work Study Program (FCWSP) and the Montreat College Work Program.

SPECIAL SCHOLARSHIPS

Athletic Scholarships
Music Scholarships
Church Matching Scholarships
Greybeard Players Theatrical Scholarships
Visual Art Scholarships
Trustee Scholarships
Rachel Henderlite Scholarships
Child of Alumnus
Child of Minister
Board of Visitors Scholarship
Leadership Scholarship
Glade Valley Scholarship

ENDOWED SCHOLARSHIPS

Endowed scholarships are the source of Montreat College's general scholarship or grant aid awards. Financial aid awards generally combine money available from several of these funds, and applicants should not apply for specifically named scholarships.

Virginia Abrams Memorial Scholarship
Akzona Scholarship
Elizabeth Humphries Anderson Scholarship
Verda Zoulean Anderson Scholarship
Anonymous Scholarship Fund
Florence M. Arrowood Scholarship

Tres Bailes Scholarship
Dr. and Mrs. Ira P. Baumgartner Scholarship
Beaty Seneca High School Scholarship
Blakemore Sisters Scholarship
Alice Seitz Bogie Scholarship
John B. Bradley Work Scholarship
Jamie and Emily Browning Scholarship
Mr. and Mrs. Herbert Spencer Browning Scholarship
Margaret Lancaster Bryan Scholarship
Mary Anderson Burwell Scholarship
H. Jenks & Mildred Caldwell Scholarship
Class of 1939 Scholarship
Class of 1942 Scholarship
Class of 1944 Scholarship
Margaret "Peggy" Conger Byrd Scholarship
Rachel H. Cooper Scholarship
Winnie E. Coxe Scholarship
Becky and C. Grier Davis Scholarship
Walter Powell Davis Scholarship
B. Hoyt Evans Scholarship
Dana Beck Fancher Scholarship
Mr. and Mrs. P.K. Ferree Endowed Scholarship
First Presbyterian Church of Kannapolis Scholarship
Nancy Boyd Garrison Scholarship
James Gettys & Agnes Ezell Endowed Scholarship
Sue O. Gilkerson Scholarship
Ben Hill Griffin, Jr. Scholarship
Willie Hines Gwaltney Scholarship
Evelyn Maxwell Harris Scholarship
John and Ann Haynes Memorial Scholarship
Clarence Hoeper Scholarship
Margaret McElwee Holt & Ralph Manning Holt, Sr. Scholarship
Elizabeth Hoyt Alumni Work Scholarship
S.W. and Mary Huddleston Scholarship
Harvey B. and Mary B. Hunter Scholarship
William and Mary Eleanor Hurt Scholarship
Lola E. Johnston Scholarship
B. Everett & Katherine M. Jordan Scholarship
Mr. and Mrs. Jeter J. Kennedy Scholarship
George Kercher Scholarship
Mickey Lane Scholarship
Mr. and Mrs. Stanhop Lineberry Scholarship
Doris Luck Scholarship
Mary & John Luke Scholarship
R.J. Maclellan Charitable Trust Scholarship
MacMillan-Williams Scholarship for Christian Education
Annie J. Maxwell Scholarship
Elizabeth Maxwell Scholarship
Ruby McElwee Scholarship

Mary W. and Foster G. McGaw Scholarship
Matthew McGowan Scholarship
Dr. J. Rupert McGregor Scholarship
Mr. and Mrs. A.A. McLeod Scholarship
Mr. and Mrs. Robert H. Moore, Sr. Scholarship
Arthur N. & Irene Morris Scholarships
Dr. John T. Newton and Dr. David L. Parks Biblical Scholarship
Helen H. Pamplin Scholarship
Partners in Christ Forest Hill Presbyterian Church Scholarship
H. Coleman & Lucy Matheson Payne Scholarship
Bruce R. Powers Scholarship
H. Marsh & Lucy Puckett Scholarship
Charles Rathbun, Sr. Work Scholarship
George and Nita Roughgarden Scholarship
William and Effie Rule Scholarship
Ralph & Virginia Sanders
Alfred Scarborough, Jr. Memorial Scholarship
Robert Lee Scarborough, Jr. Scholarship
W.A.L. Sibley Scholarship
Winston Hall Sibley Scholarship
Elizabeth Sloan Scholarship
George H. and Helen W. Smith Scholarship
John I. Smith Scholarship
Ludi Loftis Spencer Scholarship
Margaret H. Spencer Scholarship
Claude Fisher Thomason, Sr. Scholarship
Patrick A. Thrift Scholarship
George Anderson & Lottie Parker Toland Scholarship
Silas M. & Catherine S. Vaughn Scholarship
Margaret Wade Scholarship
Edith Warren Music Scholarship
Agnes C. Watkins Scholarship
Sprinza Weizenblatt Scholarship
David Lee Wells Memorial Music Scholarship
Westminster Presbyterian Church Scholarship
Steve & Jane White Scholarship
Elizabeth Wilson Scholarship
Mary T. Wyatt Scholarship

PRESBYTERIAN FOUNDATION

Winnie A. Coxe and Agnes Watkins Scholarship
Mattie Lee Gillespie Scholarship
Dan Hubbel Memorial Scholarship
Lucy McGregor Memorial Scholarship
Mary S. McLeod Scholarship
Thomas McPheeters Scholarship
S. W. Newell Scholarship
Mary Willie Tate Scholarship
Frances W.Thompson Scholarship

ANNUAL NONENDOWED SCHOLARSHIP

These scholarships are funded on an annual basis. Recipients are selected through the Financial Aid Office. Students are selected from information obtained on the Montreat College Institutional Aid Application.

Robert C. & Sadie G. Anderson Scholarship
Champion International Scholarship
Glade Valley School Scholarship
James G.K. McClure Educational and Development Fund
Frank H. & Annie Bell Wilhelm Perry Memorial Scholarship
Reynolds Missionary Scholarship
Lettie Pate Whitehead Scholarship Fund

ADDITIONAL SCHOLARSHIPS WHICH ARE AVAILABLE THROUGH THE PRESBYTERIAN CHURCH (U.S.A.)

Appalachian Scholarship
National Presbyterian College Scholarship
Samuel Robinson Award Scholarship
Student Opportunity Scholarship

STATEMENT OF SATISFACTORY PROGRESS FOR FINANCIAL AID PURPOSES

To be eligible to receive Title IV federal funds, Pell Grants, SEOG, Federal College Work Study, Federal Perkins Loans, Federal Stafford Loans or state and institutional aid, a student must maintain satisfactory progress in his/her course study.

A student at Montreat College will, assuming all other eligibility requirements for payment of federal state and institutional aid are met, be eligible to receive federal, state and institutional aid for a maximum of one and one-half the number of hours required for completion of the degree or diploma program. A student will be considered to be making satisfactory progress for purposes of receiving federal, state and institutional aid if the academic degree requirements of the institution are met as set forth in this catalog. (See Academic Section)

A student who does not meet the requirements at the end of a semester will lose all eligibility for federal, state and institutional funding for the following semester. There is no grace period. The student will be re-evaluated at the end of the following semester, and, if he/she meets the minimum requirements, the student will receive funding for the upcoming semester.

If a student is declared ineligible and is waiting on a grade change, *the deadline is 4:00 p. m. on the third day of class for that semester.* **If the Financial Aid Office does not have verification of a grade by that deadline, the student will not receive funding for that semester.**

If a student drops below full-time status during the semester, all aid will be deleted with the exception of the Pell Grant and loans when applicable.

VETERANS BENEFITS

The Office of the Registrar works with the Veterans Administration to assist in administering the various programs of benefits to veterans or eligible relatives of veterans. The Registrar's Office certifies enrollment and transmits necessary credentials and information to the proper administrative office.

A student must be admitted and actively enrolled in classes at Montreat College before enrollment verification for veterans benefit can begin. Students in the traditional program as well as the School of Professional and Adult Studies may be eligible for the full monthly allowances provided they are enrolled for 12 or more semester hours. However allowances for students in the School of Professional and Adult Studies will be classified by course length not by term enrollment. Students are responsible for reporting any changes in enrollment status to the Registrar's Office.

In order to obtain application forms, or for additional information, contact the Registrar's Office. To check on the status of enrollment, a student can contact the Veterans Administration hotline by calling 1-800-827-1000.

STUDENT LIFE

Student life outside the classroom is one of the most significant aspects of a full college life. Students grow and develop in their social and spiritual lives just as in the academic area, learning to talk openly, choosing life values, having fun, and discerning those activities which contribute to true joy. Student life is an important area, influencing education with a Christ-centered perspective at Montreat College. The Dean of Students, the Director of Student Activities, and the Student Activities Committee plan and encourage a wide range of programs to meet the needs and interests of each student, and to fulfill the goals and purpose of the college.

A CHRISTIAN COMMUNITY

A key element in student life is the existence of a vital Christian community on campus and in the area of Montreat. This community grows by the Bible's message of truth, love, forgiveness, reconciliation and acknowledgment of Christ as Lord. Our aim is to winsomely model that message through Christian living and community. There should be a concern for each other, a carrying of each other's burdens, and a way of conveying and dealing with feelings which should be different from that of contemporary culture and world. The community provides a unique opportunity for the student to experience a model of Christian involvement. The emphasis is not upon having achieved perfection, but upon service and growth toward maturity.

The community embraces persons from many denominations who represent a variety of Christian backgrounds as well as uncommitted and non-Christian students. There is an opportunity to learn to accept and enjoy our different backgrounds in an atmosphere of tolerance and cordiality. The spiritual growth and maturity of students is encouraged through a wide range of experiences. Weekly chapel services bring a variety of outstanding speakers to the campus from many parts of the world. Students have the opportunity to participate in other formal and informal meetings during the week, some of them coordinated and led by the college Chaplain. The Montreat Presbyterian Church holds Sunday services in Gaither Chapel. The College sponsors Spiritual Emphasis Week and the Staley Lecture Series, which bring to the campus outstanding Christian communicators. The Student Christian Association organizes regular group Bible studies, a Sunday evening Vespers service and weekend retreats.

STUDENT PARTICIPATION IN INSTITUTIONAL DECISION-MAKING

Students fully participate in institutional decision-making and policy development through membership on faculty and Board of Trustees committees, and direct access to the President's Cabinet by the Student Government Association.

CHAPEL AND CONVOCATIONS

The weekly chapel services at the college are intended to be a focus of worship for the whole community. They also serve to bring to the college distinguished speakers and groups who address themselves to the significance of Christian faith and activity in the world today. Convocation, a time for college community activities, is used for cultural and educational purposes, intended to broaden the horizons and enrich the experience of the student body.

All students are required to attend a specified number of chapels, convocations, and special gatherings. Each semester, one-half semester hour credit for General Studies is granted for attendance at these functions. No student can be graduated without having gained the one-half semester hour for each semester enrolled at Montreat College except for those granted exemptions as described below under "Policy Regarding General Studies." The credit is designated as General Studies in the list of degree requirements, and the specific regulations will be posted at the beginning of each semester.

SOCIAL OPPORTUNITIES

College social opportunities are extensive. Because the campus is small, students see each other often and there is varied social contact. All persons on campus become known as individuals. Classes and organizations sponsor concerts, banquets, dances, talent shows, plays, hikes, picnics, movies, and intramural competition. There are three semiformal dances: Homecoming, Christmas and Spring.

EXPECTATIONS AND REQUIREMENTS

It is the desire of the college to create a Christian atmosphere in which all phases of college life will be conducive to the continuous Christian growth of

the individual. Bible courses form an essential part of the curriculum. Regular attendance at chapel is required. Church attendance is encouraged.

THE HONOR SYSTEM

Life at Montreat College is based on the belief that the ideal community is made up of honorable individuals. Mutual trust and consideration are essential to such a community, and it is for these that we strive.

Each student and faculty member has a responsibility for himself/herself and for every other member of the college community. The failure of one person to live honorably is in part the failure of all. The movement of one individual toward complete understanding of Christian living is a step toward honorable living for the whole college.

For this reason, the students of Montreat College have accepted the Honor System under which each student agrees to try to discipline his/her own life and to be ready to help all others to discipline their lives toward the goal of a community in which each member will merit trust and respect. It is in large part due to the acceptance by faculty and students of the Honor System as a way of life, that the Spirit of Montreat is a reality, not only on the campus but wherever former Montreat students are found.

—Excerpts from the *Student Handbook*

STANDARDS OF CONDUCT

The trustees, administration, staff, faculty, and students seek to be motivated by Christ's love for us and we desire to reflect that love for one another; therefore, we are called upon to practice consideration, fair play and concern in our daily interaction with each other as an expression of our commitment to be a community under the Lordship of Jesus Christ. Kindness and consideration demand the deliberate consciousness of other people's feelings and an effort neither to hurt nor offend other members of the community.

Such high aspirations require understanding of what Christian standards are in the social, as well as academic areas, and they can be reached only when each one in the Montreat College community makes an honest effort to incorporate them into the pattern of daily living.

An obligation for patience, and for the effort toward redemption is inherent in a Christian community. At the same time, the college reserves the authority to ask those members to withdraw who do not accept its delineation of Christian standards, and who are unable to learn to live happily in the framework of its ideals. The college reserves the right to provide information to dependent students' parents or guardians. This information will be limited to issues related to student safety and disciplinary or academic decisions that would jeopardize the student's ability to remain enrolled.

Expectations for student conduct will be found in the *Student Handbook.*

STUDENT ORGANIZATIONS AND SERVICES

THE STUDENT GOVERNMENT ASSOCIATION (S.G.A.) is composed of all the full-time students of Montreat College. It carries out its responsibilities through its Executive, Legislative, and Judicial branches which operate at all levels of campus living. It plays a primary role in interpreting the needs of students and in determining the quality of student life. The S.G.A. works closely with the Dean of Students and holds the authority to implement and make effective its responsibility to the college community.

The student courts begin in the Judicial Council and culminate in the Appeals Court. When a violation of college or student government regulation occurs, the case is usually considered in one of the student courts which include faculty advisors. The judicial system provides the student with a fair and efficient way to handle judicial cases on campus.

Responsible student leadership has established a tradition of effective student government at Montreat College.

THE STUDENT CHRISTIAN ASSOCIATION (S.C.A.) carries large responsibility for translating the Christian emphasis of the college into all personal and social relationships, and outreach into the surrounding communities through various group projects, and for planning weekly chapel programs.

MEN'S AND WOMEN'S INTRAMURALS are built around a strong intramural program based on participation in various team and individual sports.

STUDENT PUBLICATIONS include a CD-online yearbook *(Agape)*, a student newspaper *(Aletheia)*, and a literary magazine *(Logos)*. The student-directed publications provide opportunity for students to increase their skills in writing and to voice their concerns for issues facing the world. The student publications of Montreat College come under the administration of Student Services. The administration reserves the right to monitor the content of these publications to see that the standards of the college's mission statement are maintained. In order to maintain these standards, a Publications Board has been established to oversee the daily operations of these publications and appropriate by-laws.

HABITAT FOR HUMANITY CHAPTER is a student-run, student-led organization that performs three main functions: building or rehabilitating houses in partnership with Habitat affiliates and homeowners, educating the campus and local community about the need for affordable housing and raising funds for the work of Habitat. Campus chapters promote the values of self-empowerment, grass-roots community involvement, leadership development and a commitment to service and social action.

ALPHA CHI, one of the three most prestigious national honor societies, maintains the North Carolina Tau Chapter at Montreat College.

INTERNATIONAL STUDENT CLUB is composed of all international students of Montreat College who are interested in participating in the club. Its purpose is to build relationships among the international students and, when possible, among the entire student body.

STUDENT ACTIVITIES COMMITTEE plans and implements a wide variety of social and educational activities. Membership is open to all interested students.

FELLOWSHIP OF CHRISTIAN ATHLETES is open to all students and meets regularly during the year. Students have the opportunities for fellowship and to hear speakers relate their Christian experience with their athletic careers.

OTHER STUDENT OPPORTUNITIES

Sufficient student interest can bring about the formation of other planned activities such as language clubs, exercise classes and musical instruction groups.

Montreat College is continually seeking ways to improve and expand its equipment, facilities, and personnel in the area of campus activities. The Director of Student Activities coordinates the out-of-class activities and co-curricular program.

Supplementing local campus activities, visiting professors, lecturers, and performing artists come to the campus throughout the year. The city of Asheville affords the college community additional cultural and recreational opportunities, such as the Community Concert Series and the Asheville Community Theater.

INTERCOLLEGIATE ATHLETICS

Montreat College is a member of the National Association of Intercollegiate Athletics (NAIA) and is classified, for basketball, as Division II. We compete in the Appalachian Athletic Conference (AAC) composed of eleven (11) colleges in North Carolina, Tennessee, Virginia, Georgia, and Kentucky. Members of the AAC are Alice Lloyd College, Bluefield College, Brevard College, Bryan College, Covenant College, King College, Milligan College, Montreat College, Tennessee Wesleyan College, The University of Virginia's College at Wise and Virginia Intermont College. The College offers twelve intercollegiate sports: cross country, soccer, basketball, baseball, golf, and tennis for men; and, cross country, soccer, volleyball, basketball, softball, and tennis for women.

For a student to be eligible to participate in intercollegiate athletics, he/she must meet the following NAIA requirements:

1. An entering freshman student should be a graduate of an accredited high school or be accepted as a regular student in good standing as defined by the College. The GED will be recognized as satisfying the grade point average for home-schooled students.

2. An entering freshman student must meet two of the three entry-level requirements:
    a. A minimum score of 18 on the Enhanced ACT or 860 on the SAT
    b. An overall high school grade point average of 2.000 or higher on a 4.000 scale
    c. Graduate in the upper half of the student's high school graduating class

Transfer students are evaluated on a case-by-case basis in accordance with NAIA and TVAC regulations.

The following vision, mission, and values guide the Athletic Department:

Vision
We aspire to honor Christ in all that we do by guiding and directing the lives of our student-athletes that they will become the leaders of tomorrow for our nation. We desire to always develop athletes and team that will compete at their highest levels of performance while setting an exemplary standard of conduct reflecting the Christian values of our College.

Mission
Our mission statement as an athletic staff is to lead our student-athletes toward:
- **Spiritual development**
- **Academic excellence**
- **Athletic preeminence**

We are supportive of the institutional vision, mission, foundations, and educational objectives and aim to promote the academic success, physical and emotional well-being, and social development of our student athletes.

Values
- To exemplify humility in victory and dignity in defeat.
- To demonstrate good sportsmanship and fair play.
- To treat with respect all officials, other coaches and players.
- To strive to model Christ by word and deed both on and off the playing field.

Athletic scholarships may be awarded for student-athletes participating in intercollegiate athletics. Each head coach makes athletic awards to student athletes in his/her sport under the guidance of the Director of Athletics and the Financial Aid Officer. Prospective students who are interested in athletic scholarships should fill out an Athletic Questionnaire and return it to the respective head coach. Athletic scholarships are computed on a yearly basis at the beginning of the fall term.

COUNSELING SERVICES

The college provides counseling services which include personal and group counseling. Our mission is to offer information, education, therapy and Biblical counseling to enable students to live emotionally free and healthy lives. Licensed professional counselors are available daily to help students with therapeutic needs or adjustment to college life. Limited mental health/personality testing is available on campus in the Counseling Center.

The college Chaplain, Residence Directors and the Dean of Students are also available for personal counseling.

CAREER DEVELOPMENT

The college provides the Office of Career Development for career counseling and career related skill development. These services include assisting with choosing a major, searching for a graduate school, preparing a resume, and organizing a job search. Each semester, the Office of Career Development assists all entering freshmen in the process of discovering how God has gifted them. Through the process we seek to encourage and equip students to put their gifts to work in God-honoring ways. Ephesians 2:10 says "For we are God's workmanship, created in Christ Jesus to do good works, which God prepared in advance for us to do."

A career resource library is maintained which includes information on the following areas: Entry Level Openings, Internships, Study Abroad Programs, Graduate School guides, Summer and Part Time Jobs. The Office of Career Development maintains a web page that lists services, career resources, and internet job search information at www.montreat.edu/careerdev/.

Montreat College is a founding member of the Western North Carolina Career Consortium and participates in a regional job fair held each spring. As a participating member of the consortium, all Montreat College students can partcipate in the job fair.

HEALTH SERVICE

The college provides a registered nurse on duty during weekdays with access to a local physician. Emergency medical services are available through the resident directors during evenings and night hours and on weekends. Students are required to submit an immunization certificate to the college in accordance with North Carolina state law G.S. 130A-155.

Students are also required to submit proof of major medical insurance coverage or purchase a policy through the college.

RESIDENCE LIFE

The college is committed to developing and providing a strong residential community of servant-leaders. This community includes one upperclass-women's residence (McGregor Hall), one other women's residence (Anderson Hall), and two men's residences (Howerton Hall and Davis Hall).

These residence halls provide a warm, friendly "home away from home" for students. Whether students are studying in front of a fireplace, or playing pool in a game room or just having informal Bible study in a friend's room, the focus of residential living centers on developing relationships and sharing the love of Christ.

Each residence hall is staffed with a professional residence director and student resident assistants who are committed to serving each student as a whole person and believe that each individual has infinite value to God. As the residence life staff serves the students, we trust that the residents, in turn, will seek to serve others and, by following the example of Christ, will become servant-leaders to each other.

THE ACADEMIC PROGRAM

Montreat College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097: Telephone number 404-679-4501) to award the associate's degree, the bachelor's degree, and the master's degree.

Students entering the baccalaureate program have the advantage of a Christian liberal arts education in a small college setting. They can choose to pursue a bachelor of arts or a bachelor of science degree. Teacher licensure is available in English Education, History-Social Studies Education, Mathematics Education, and Comprehensive Science Education. In addition, the College has developed a major in elementary education with a start date of fall 1999.

(Students enrolling in the adult degree completion program, the School of Professional and Adult Studies, should refer to pages 107-108.)

The student may enroll as a candidate for one of the following degrees:

Master of Business Administration (through the School of Professional and Adult Studies)
Bachelor of Business Administration (through the School of Professional and Adult Studies)
Bachelor of Arts
Bachelor of Music
Bachelor of Science
Associate in Arts
Associate in Science (offered on campus and through the School of Professional and Adult Studies)

A student may choose to major in the following programs:

Master of Business Administration (through the School of Professional and Adult Studies)
Bachelor of Business Administration (through the School of Professional and Adult Studies)

Bachelor of Arts with majors in
American Studies
Bible and Religion (with concentrations in Biblical Studies, Biblical Languages, Worldview Studies, Christian Education, Children's Ministry, Youth Ministry, and Cross-Cultural Studies)

Elementary Education
English (teacher licensure available in English Education 9-12 and concentrations available in literature or communications)
History (teacher licensure available in History-Social Studies Ed. 9-12)
Human Services
Mathematics (teacher licensure available in Mathematics Education 9-12)

Bachelor of Music (with concentrations in organ performance, piano performance, voice performance, and music business)

Bachelor of Science with majors in
American Studies
Bible and Religion (with concentrations in Christian Education, Children's Ministry, and Youth Ministry)
Business Administration (with concentrations in accounting, management, international business, sports management, management information systems, or marketing)
Elementary Education
Environmental Studies (with concentrations in professional emphasis, naturalist, independent emphasis, interdisciplinary emphasis, and comprehensive Science Education 9-12)
History (teacher licensure available in History-Social Studies Education 9-12)
Human Services
Mathematics (teacher licensure available in Mathematics Education 9-12)
Outdoor Education

A student may choose to minor in the following programs:

Art
Bible and Religion
Business Administration
Communications and Theater
Computer Information Systems
Environmental Studies
Foreign Languages
French
History
Human Services
Literature
Mathematics
Music
Outdoor Education
Philosophy
Physical Education
Spanish
Theoretical and Applied Leadership

Complete information on the requirements for minors follows the degree requirements for individual majors beginning on page 73.

ACADEMIC ADVISING

Upon enrollment, students will be assigned a faculty advisor to assist them in clarifying their education objectives, planning their programs, utilizing their resources, and meeting the requirements for graduation. Whenever possible, students will be assigned a faculty advisor from the department in which their interest lies. When students declare their major, usually sometime during the sophomore year, they will be assigned to an advisor in their major field.

Students and faculty advisors work together with the Registrar in arranging an orderly program of study leading toward graduation. Indeed, the close monitoring of students' progress is an important goal of Montreat College. **However, it remains the student's responsibility to become familiar with and to fulfill all degree requirements.**

REGISTRATION

During official registration periods, students will confer with their advisors and secure the advisor's signature before submitting registration, or any changes of registration, to the Registrar. Credit will be awarded only for courses in which the student is officially enrolled.

1. Eligibility for Course Registration: Courses numbered 100 and 200 are open to all students; 300 level are normally open to sophomores, juniors, and seniors; 400 are open to juniors and seniors. However, no student with a cumulative GPA less than 2.00 may enroll in any 300 or 400 level course without permission of the Vice President and Dean of Academics.
2. Repeating Courses: A student may repeat a course in which a "D" or a "F" was received, in which case only the better of the two grades is calculated in the student's cumulative grade point average. The student is reminded that the above policy is institutional. No assurance can be given that other colleges will treat repeated courses in the same manner.
3. Adding a Course: With the advisor's and professor's signature of approval, a student may add a course no later than the first week of regularly scheduled class meetings of a semester.
4. Dropping a Course: A student may withdraw from a course without an entry on his/her permanent record during the first week of regularly scheduled class meetings of a semester. After the first week, but before midterm, with the signatures of the professor and advisor, a student may

be permitted to withdraw from a course; and an entry of "W" will be recorded on the student's record. Upon withdrawal after midterm, a grade of "WF" will be recorded, unless the Vice President and Dean of Academics or the Academic Affairs Committee makes an exception. Such is usually granted only for illness, accident, or death in the family.

5. Auditing Courses: A student who wishes to audit a course must register for that course as an auditor. Registration is accepted only when approved by the appropriate professor and the Registrar. The professor is required to report whether or not the audit was completed successfully.
6. Correspondence Work: Normally, no credit will be allowed for courses taken by correspondence. The Academic Affairs Committee will, however, consider appeals for correspondence courses on a case-by-case basis.

REQUIRED COURSES FOR CONTINUING IN SCHOOL

Full-time students and/or resident students who are not enrolled in the required courses for remaining in college and who have not completed work in them will be subject to suspension from the college by the Academic Affairs Committee. **All full-time students and/or resident students must be enrolled in the following courses: Bible 101 and 3 hours from Bible 102 or 103 until successfully completed (these courses may not be deferred until a later time); and one-half semester hour of General Studies each semester enrolled.** A student may not withdraw from any of these courses. If any course required to remain in college is not offered during a semester when it is needed, this requirement may be waived by the Vice President and Dean of Academics until the course is available.

Any nontraditional student who by reason of requirements of employment has conflicts with General Studies or physical education activity requirements may have these modified or waived by the Vice President and Dean of Academics.

POLICY REGARDING GENERAL STUDIES

Students living off campus and working full-time may be exempt from the college's requirement to register for General Studies.

Students living off campus and working full-time may be exempt from the college's requirement to register for General Studies as follows:

1. If a student holds a full-time job off-campus in which he or she works 25 or more hours per week, the student may be exempt. Verification in writing from the employer is required.
2. If a student has a family where children require care, the student may be exempt.
3. If a student is commuting a distance of more than 30 miles round trip, the student may be exempt.

All requests must be made in writing to the Vice President and Dean of Academics prior to registration or no later than one week following the beginning of classes each semester.

MINIMUM AND MAXIMUM LOADS

An average academic load is 16 semester hours per semester. All resident students are normally required to carry at least twelve semester hours exclusive of General Studies.

Students may carry up to 18.5 semester hours, including General Studies. One further course may be added based on the student's academic record and written permission from his/her advisor and the Vice President and Dean of Academics. Only students who have at least a 2.75 grade point average the preceding semester will be considered.

TUTORING PROGRAM

The Tutoring Program is organized to assist students of all scholastic levels in reaching their academic goals. Special effort is made to reach those students who are experiencing temporary or long-range academic difficulties.

The services offered by the program include tutoring by appointment for private tutoring on a weekly or biweekly basis; accountability conferences to assist the student in planning for academic improvement; and study skills seminars concerned with study techniques designed to be of value to the whole student body.

A list of tutors for various courses is made available at the beginning of each semester by the Director of Student Success.

GRADING SYSTEM

Montreat College operates on the semester system. The academic proficiency of a student is indicated by the following letter system:

A	4.00
A-	3.66
B+	3.33
B	3.00
B-	2.66
C+	2.33
C	2.00
C-	1.66
D+	1.33
D	1.00
D-	0.66
F	0.00
I	Indicates incomplete work.
W	Indicates withdrawal before midterm of the semester or withdrawal due to certified medical reasons (see #4 below).
WF	Indicates withdrawal after midterm of the semester with a failing grade given.
X	Indicates a course which has been audited and in which attendance requirements have been met.

*Superior/Pass/Fail	Internship, Field Education, Pre-Practicum, and General Studies.
*Superior/Pass	Indicates that the credit hours for the course are deducted from the total hours needed for graduation but does not affect the GPA.
*Fail	Indicates unsatisfactory work and is calculated in the GPA.

NOTE CONCERNING GRADING SYSTEM

1. A grade of "I" automatically becomes an "F" if not removed by midterm of the following semester. No quality points are assigned for an incomplete grade. A course in which the student has earned a grade of "I" is not counted when computing the overall GPA.
2. "WF" will become automatic unless the Academic Affairs Committee rules otherwise. A course in which the student has earned a grade of "WF" is counted when computing overall GPA.

3. All grades are final three months after the date of issuance.
4. If a course grade of "F" has been incurred prior to withdrawal, it will not be removed by withdrawal from the course or from the college.

Note: Normally, grades will only be changed due to a computational error within three days from the start of the next semester. Under no circumstances will a student be allowed to do makeup work to improve his/her grade once final grades have been submitted. All grade changes must be approved by the Division Chairperson with a copy forwarded to the Vice President and Dean of Academics.

GRADE POINT AVERAGE (GPA)

The grade point average each semester is computed by dividing the total number of quality points earned by the total number of hours attempted. Courses with a notation of "W" will not be counted as hours attempted in computing grade point average; grades of "F," and "WF," will be counted as hours attempted. No quality points are assigned for grades of "F," "WF," "W," "X," or Superior/Pass/Fail. Cumulative grade point average is computed on all courses taken excluding Field Education, Internship, Pre-Practicum and General Studies.

PROGRESS REPORTS

The final grade in each course is assigned and recorded at the end of each semester. Unsatisfactory mid-semester progress reports are given directly to students in 100-200 level courses by the professor. Students receiving unsatisfactory mid-semester progress reports will be given a form developed by the professor on which students must list/describe the ways in which they will commit to trying to improve their grades before the end of the semester. This form must be turned in to the professor by the next regular class meeting.

CLASSIFICATION OF STUDENTS

At the beginning of each semester, all students are officially classified by the Registrar. Class standing is based on the following:

	Semester Hours Earned	Required Cumulative GPA at End of Year
Freshman	0-29	1.75
Sophomore	30-59	2.00
Junior	60-89	2.00
Senior	90 and over	2.00

First-time Freshmen: New students who have no college credits prior to the immediately previous summer sessions, or who have only college credits taken while still a high school student.
Transfer: A student who after high school graduation and prior to the immediately previous summer session has been enrolled in another postsecondary institution before enrolling at Montreat College.
Readmission: A student readmitted to the same program level of instruction after an absence of one or more regular sessions.

Students are classified as:

Full-time: A student enrolled in twelve or more semester credit hours.

Part-time: An off-campus student enrolled in fewer credit hours than the full-time load.

Special: A student who is not a candidate for a degree and who cannot be classified by academic level, although taking courses in regular classes with other students.

Audit: A student taking noncredit course work or credit course work for no credit.

HONORS

For graduation with honors for baccalaureate degrees, students must earn a cumulative GPA of (including all credit hours earned at Montreat College and all credit hours transferred from other institutions):

3.85 - 4.00	Summa Cum Laude
3.70 - 3.84	Magna Cum Laude
3.50 - 3.69	Cum Laude

Scholarship Pins, the highest academic award at Montreat College, are awarded annually to those students who have met the Scholarship Certificate requirements for three years.

Scholarship Certificates are awarded each year to those students who have met The Distinguished Scholars' List or The Dean's List requirements for two consecutive semesters.

The Distinguished Scholars' List is made up of those students who, during the previous semester, have met the following requirements: (1) received a grade point average of 3.90 or above on academic work; (2) taken at least twelve hours of academic work; (3) completed the minimum requirements in General Studies satisfactorily; (4) received no grade of "I," "F," "WF;" (5) maintained a satisfactory citizenship record.

The Dean's List is made up of those students who, during the previous semester, have met the following requirements: (1) received a grade point average of between 3.5 and 3.89 on academic work; (2) taken at least twelve hours of academic work; (3) completed the minimum requirements in General Studies satisfactorily; (4) received no grade of " I," "F," "WF"; (5) maintained a satisfactory citizenship record.

Alpha Chi, one of the three most prestigious national honor societies, maintains the North Carolina Tau Chapter at Montreat College. Active membership is based on: (1) good reputation and character; (2) rank in the top 10% of the junior and senior classes; and (3) regular student status at Montreat College for not less than one academic year prior to election.

The Faculty Service Award is given to a graduating senior who has evidenced effective Christian citizenship and who is recognized as having made an outstanding contribution to the life of the college.

The Kim Trapnell Servant Leader Award is awarded annually to the student who, in the opinion of the student services personnel, best demonstrates a servant's heart in leading others through service, attitude and relationships within the college community.

Who's Who Among Students in American Universities and Colleges representatives are selected according to scholarship ability, participation and leadership in academic and extracurricular activities, citizenship, and service to the school, and potential for future achievement.

The Elizabeth H. Maxwell Literature Award may be given to a graduating senior who has demonstrated outstanding achievement in literary studies as determined by the English faculty. In order to be eligible, a student must have met the following requirements: (1) majored in English; (2) maintained a GPA of 3.2; (3) taken at least one course from each full-time member of the English faculty; (4) demonstrated creativity and maturity in the field of literary studies.

The Montreat College History Award may be given at the close of the academic year to a graduating senior deemed especially outstanding as a student of history. The recipient is usually a history major or minor.

The Greybeard Players Theatrical Excellence Award is available to sophomores, juniors, and seniors who have documented financial need and who have demonstrated excellence and potential in the field of theatrical arts through exemplary participation in the work of *The Greybeard Players*.

The Music Award recognizes the graduating senior(s) who has contributed most to the music program, in both academic and extracurricular music classes and activities.

The American Bible Society Scholastic Achievement Award is presented by the American Bible Society upon recommendation of the Christian Ministries Division to a student who has excelled academically and has potential for making a significant contribution in the field of Biblical studies.

The SGA Person of the Year Award is given annually by the Student Government Association to an individual who has excelled in all areas of the college.

The SGA Excellence Award was established in 1994 by the SGA Legislative Committee. Given annually to the member of the Student Government Association who has shown outstanding dedication and leadership throughout the year.

The National Association of Intercollegiate Athletics All-American Scholar-Athlete Award recognizes excellence in the classroom and on the field of play. Nominees for this honor must be junior or senior varsity performers who have been enrolled at their nominating institution for a minimum of one full term. They must also have at least a 3.50 cumulative grade point average on a 4.00 scale from their nominating institution.

The Environmental Studies Award is awarded annually to graduating seniors within the Environmental Studies program. Award recipients are chosen by the Environmental Studies faculty based on academic achievement, Christian commitment, servant leadership, and leadership among students.

GOOD ACADEMIC STANDING AND SATISFACTORY PROGRESS

Full-time students are in good academic standing and making satisfactory progress if they meet the criteria outlined in the following chart and pass a minimum of nine (9) credit hours per semester.

At the end of the academic year	First year	Second year	Third year	Fourth year	Fifth year
Term	1 2	1 2	1 2	1 2	1 2
Must have completed	9 21 credits	33 45 credits	58 71 credits	84 98 credits	113 128 credits
With a grade point average of at least	1.20 1.40	1.60 1.80	2.00 2.00	2.00 2.00	2.00 2.00

1. Student must reach Sophomore status by end of 4th term at Montreat College. Failure to do so will result in being placed on Academic Probation.
2. Students transferring into Montreat College below 2.00 will enter on Academic Probation.
3. Students who do not earn more than 9 credits per semester will be eligible for Academic Probation.

When extenuating circumstances exist (such as but not limited to injury to the student, illness of the student, or the death of a parent), the Vice President and Dean of Academics may waive the above requirements and may declare a student to be in good standing and making satisfactory progress even though he/she fails to meet one or both of the above criteria.

Withdrawal from courses and grades of "Incomplete" will not affect good standing or academic progress provided the student meets the criteria indicated in the above chart.

ACADEMIC PROBATION

Any student whose earned credits and cumulative grade point average fail to meet the criteria established in the chart for his/her level will be placed on **academic probation** for the next semester. If at the end of that semester his/her credits and cumulative average are still below the required minimum, the

student will be placed on **final probation** for the following semester. If the necessary criteria have not been achieved by the end of final probation, the student will be suspended. Students on academic or final probation may lose certain kinds of financial aid.

ACADEMIC SUSPENSION

The administration reserves the right to suspend a student from the college because of poor scholarship. Any student on academic or final probation who fails to meet the requirements of probation will be subject to **academic suspension** without refund of fees.

In addition, academic suspension may occur if:

1. A student on final probation fails to achieve the necessary criteria of good academic standing and satisfactory progress for his/her level.
2. A student fails to meet attendance requirements in General Studies.
3. A student is consistently neglectful of his/her academic responsibilities, shows insufficient academic progress, or engages in academic dishonesty (including but not limited to cheating and plagiarism).

A student who is suspended by the Vice President and Dean of Academics has the right of appeal to the Academic Affairs Committee. A student who is suspended by the Academic Affairs Committee has the right of appeal to the Vice President and Dean of Academics or to the President. Any student who is suspended for academic reasons may reapply to the college after one regular semester. If readmitted, the student will be placed on final academic probation. Work undertaken in summer school and averaged into the previous semester's work will be considered in evaluating a student's probationary status.

ACADEMIC GRIEVANCES

1. A student wishing to appeal any academic decision which directly affects the student should first appeal to the faculty member or administrator making the decision.
2. If not satisfied, an appeal may be made in writing within two weeks to the Academic Affairs Committee which will provide a written response within two weeks.
3. Final appeal may be made directly to the Vice President and Dean of Academics in writing within seven days of the decision by the Academic Affairs Committee. A written response will be returned within seven days.

CLASS ATTENDANCE

Each professor will prepare class attendance requirements and will distribute these in writing to the students and to the Vice President and Dean of Academics at the beginning of each semester. It will be the responsibility of the professor to enforce the regulations and to include the manner of enforcement in the written description. Attendance regulations for General Studies will be announced at the beginning of each semester.

Students on academic or final probation shall have no more than three absences (excused and unexcused) in any course. Absences in excess of 3 may result in a grade of "F" for that course.

Students who miss more than 20% of the classes in any course may receive a grade of "F" for that course. In the event of extenuating circumstances, appeal for readmission may be made to the Academic Affairs Committee.

Registration in a course obligates the student to be regular and punctual in class attendance, beginning with the first meeting of the class. Absences will be counted from the first day of classes. The responsibility for work missed because of unavoidable absence rests entirely upon the student. See the *Student Handbook* for detailed information concerning class attendance policy and procedure.

FINAL EXAMINATIONS

A student absent without excuse from a final examination may receive a failing grade in the course. Excuses from final exams are extremely rare and are granted only in case of illness or death in the immediate family. Exams will not be given early in order to meet the travel plans of students. Arrange all transportation well in advance in order to avoid conflict with the exam schedule.

CHANGE OF SCHEDULE

Changes of schedule are not encouraged, but necessary changes in registration may be made by the use of forms obtained from the advisor. All changes must be approved by the faculty advisor, the professor of the dropped or added course, and the Registrar.

Courses may be dropped up until the date of midterm with a notation of "W."

If a course grade of "WF" or "F" has been incurred prior to this time, it will not be removed by dropping the course. After that date a student who drops a course automatically receives a grade of "WF" unless the Academic Affairs Committee makes a recommendation to the contrary.

If students attend a course or section for which they are not officially registered, they will not receive credit for the work. If they do not attend a course or section for which they are officially registered and do not officially drop the course through the Registrar's Office, they will receive a grade of "F" for that course.

GRADUATION

Commencement ceremonies are for associate, baccalaureate and master degree graduates, and all students receiving diplomas are expected to be present. A fee of $10 will be charged for any diplomas which have to be mailed to graduates who are not present. Graduates may purchase caps and gowns, invitations, and other graduation supplies through the Campus Store. **Only students who have completed all requirements for graduation will be permitted to participate in commencement ceremonies.**

SUMMER SESSION

Montreat College reviews the need to offer a summer session annually. The decision to have a summer session is announced by the beginning of the spring semester. A student who wishes to enroll in the summer courses offered by another institution must receive approval to do so from the Registrar and complete the necessary forms required by that office. Failure to follow this procedure may result in loss of transfer credit for these courses.

Completion of the summer school permission form entitles the student to full credit on all summer credits earned. All grades, passing or failing, and the quality points are recorded and computed into the student's average at Montreat College. Credit for approved summer work is treated as if it were earned at Montreat College. Work undertaken in summer school and averaged into the previous semester's work will be considered in evaluating a student's academic status for the following fall semester.

INTERNSHIP/FIELD EDUCATION

Montreat College offers two distinct opportunities for field experience: Internship and Field Education.

In an internship students are normally employed full-time in an off-campus job. This is generally done during the summer months. The MINIMUM internship assignment is 180 hours of on-site work, normally done over 6 weeks, 30 hours per week.

In a field education assignment, the student may be employed either part- or full-time to gain work experience. The ratio of hours worked to credit received is approximately 45:1. The typical range of credit for field education is from one to six hours.

Specific program requirements and credit allowable for an internship or field education assignment are determined by the department and internship faculty advisor.

TRANSCRIPT OF RECORD

The official record of the academic accomplishment of each student who enrolls is maintained by the Registrar. A copy of this record is the transcript. All courses attempted, grades awarded, degrees conferred, and the major program of baccalaureate degree recipients, along with identifying personal data, are certified on the transcript. A charge of $2.00 is made for each transcript. Faxed transcripts will be $5.00 per copy. Federal law requires written consent of the student to release a transcript.

WITHDRAWAL FROM THE COLLEGE

A student withdrawing from the college for any reason must obtain a withdrawal form from the Director of Student Success and submit it properly completed to the Registrar's Office. If the withdrawing student fails to follow this procedure, he/she will not be entitled to an honorable dismissal. Full charges will be made and no refunds given to students who fail to complete the withdrawal form.

If the withdrawal occurs after midterm, a grade of "WF" will be recorded for each course unless the Academic Affairs Committee rules otherwise or unless the withdrawal is due to certified medical reasons.

RIGHTS RESERVED BY THE COLLEGE

The college reserves the right to add or delete courses, to change academic policies, practices, and requirements or to alter the *Catalog* at any time. The college also reserves the right not to offer any course for which there are fewer than five students enrolled.

It is the routine policy of the college to make public certain information about its students. In compliance with the Family Educational Rights and Privacy Act (P.L. #93-380), Montreat College will continue the policy of releasing directory information defined by the Act to include the following categories of information: student's name, address, telephone listing, date and place of birth, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institute attended by the student.

Students who do not wish to have any or all of such directory information released without their prior consent must notify the Registrar of this fact in a signed and dated statement specifying items not to be published. This notice must be received by the Registrar within five days after the beginning of the session of first enrollment.

To facilitate campus communication, Montreat College publishes an in-house roster of students. The college reserves the right to exclude from the college any student whose academic work is unsatisfactory, whose character and morals are not consistent with the ideals of the college, or whose influence is detrimental to the spirit of the college.

By accepting admission into the college, a student is agreeing to abide by all official regulations of the college including those published in this *Catalog*. While this *Catalog* presents policies and programs as accurately as possible as of the date of publication, the college reserves the right to make such changes as future circumstances may require.

DIRECT TRANSFER PROGRAMS

Transfer students who have earned the Associate in Arts or Science degree and who meet the minimum requirements for admission to Montreat College will receive transfer credit for all courses taken at the following colleges which correspond to, or which are considered equivalent to, courses offered at Montreat College.

Alamance Community College ..... Haw River, NC
Anderson College ..... Anderson, SC
Asheville-Buncombe Technical Community College ..... Asheville, NC
Beaufort County Community College ..... Washington, NC
Bladen Community College ..... Dublin, NC
Blue Ridge Community College ..... Flat Rock, NC
Brevard College ..... Brevard, NC
Brevard Community College ..... Cocoa, FL
Brunswick Community College ..... Supply, NC
Caldwell Community College and Technical Institute ..... Hudson, NC
Carteret Community College ..... Morehead City, NC
Catawba Valley Community College ..... Hickory, NC
Cecils Junior College ..... Asheville, NC
Central Florida Community College ..... Ocala, FL
Central Piedmont Community College ..... Charlotte, NC
Central Virginia Community College ..... Lynchburg, VA
Chowan College ..... Murfreesboro, NC
Cleveland Community College ..... Shelby, NC
Cleveland State Community College ..... Cleveland, TN
Coastal Carolina Community College ..... Jacksonville, NC
College of the Albemarle ..... Elizabeth City, NC
Commonwealth College ..... Virginia Beach, VA
Craven Community College ..... New Bern, NC
Danville Community College ..... Danville, VA
Durham Technical Community College ..... Durham, NC
Eastern Shore Community College ..... Melba, VA
Edgecombe Community College ..... Tarboro, NC
Fayetteville Technical Community College ..... Fayetteville, NC
Florida Community College ..... Jacksonville, FL
Forsyth Technical Community College ..... Winston-Salem, NC
Gaston College ..... Dallas, NC
Greenville Technical College ..... Greenville, SC
Guilford Technical Community College ..... Jamestown, NC
Halifax Community College ..... Weldon, NC
Haywood Community College ..... Clyde, NC
Hazard Community College ..... Hazard, KY
Isothermal Community College ..... Spindale, NC
James Sprunt Community College ..... Kenansville, NC
Lees McRae College ..... Banner Elk, NC
Lord Fairfax Community College ..... Middletown, VA
Louisburg College ..... Louisburg, NC
Mary Holmes College ..... West Point, MS
McDowell Technical College ..... Marion, NC

McKenzie College ..... Chattanooga, TN
Mitchell Community College ..... Statesville, NC
New River Community College ..... Dublin, VA
North Greenville College ..... Tigerville, SC
Northeast State Technical Community College ..... Blountville, TN
Northern Virginia Community College ..... Annandale, VA
Peace College ..... Raleigh, NC
Pensacola Junior College ..... Pensacola, FL
Phillips Junior College ..... Augusta, GA
Pitt Community College ..... Greenville, NC
Prestonburg Community College ..... Prestonburg, KY
Randolph Community College ..... Asheboro, NC
Reinhardt College ..... Waleska, GA
Richmond Community College ..... Hamlet, NC
Robeson Community College ..... Lumberton, NC
Rockingham Community College ..... Wentworth, NC
Rowan-Cabarrus Community College ..... Salisbury,NC
Rutledge College of Greensboro ..... Greensboro, NC
Sampson Community College ..... Clinton, NC
Sandhills Community College ..... Carthage, NC
South Florida Community College ..... Aron Park, FL
Southeastern Community College ..... Whiteville, NC
Southwest Virginia Community College ..... Richlands,VA
Southwestern Community College ..... Sylva, NC
Spartanburg Methodist College ..... Spartanburg, SC
Surry Community College ..... Dobson, NC
Tidewater Community College ..... Virginia Beach, VA
Tri-County Community College ..... Murphy, NC
Truett McConnell College ..... Cleveland,GA
University of South Carolina at Lancaster ..... Lancaster, SC
Walters State Community College ..... Morristown, TN
Wayne Community College ..... Goldsboro, NC
Western Piedmont Community College ..... Morganton, NC
Wilkes Community College ..... Wilkesboro, NC
Wytheville Community College ..... Wytheville, VA
Young Harris College ..... Young Harris, GA

DEGREE REQUIREMENTS

ACADEMIC DIVISIONS AND SCHOOLS

The curriculum at Montreat College is distributed among seven academic divisions and one school. They are:

BUSINESS ADMINISTRATION DIVISION
Dr. Abiola Fapetu (Chairperson)

Department	Degrees Offered
Business Administration	Bachelor of Science with concentrations in: Accounting Management Information Systems International Business Management Marketing Sports Management

CHRISTIAN MINISTRIES DIVISION
Dr. Darwin Glassford (Chairperson)

Department	Degrees Offered
Bible and Religion	Bachelor of Arts with concentrations in: Biblical Studies, Biblical Languages, Worldview Studies, Christian Education, Children's Ministry, Youth Ministry, and Cross-Cultural Studies. Bachelor of Science with concentrations in: Christian Education, Children's Ministries, and Youth Ministry.
Christian Education	
Christian Ministries	
Cross-Cultural Studies	
Philosophy	

MUSIC DIVISION

Dr. Mark Johnson (Chairperson)

Department	Degrees Offered
Music	Bachelor of Music with concentrations in: Organ Performance — Voice Performance Piano Performance — Music Business

HUMAN DEVELOPMENT DIVISION

Dr. Tisa Lewis (Chairperson)

Department	Degrees Offered
Human Services	Bachelor of Arts and Bachelor of Science
Health	
Physical Education	
Psychology	
Sociology	

HUMANITIES DIVISION

Dr. Charles Risher (Chairperson)

Department	Degrees Offered
American Studies	Bachelor of Arts and Bachelor of Science
Communication Arts	
English	Bachelor of Arts with concentrations in: Communications English Education 9-12 Literature
History	Bachelor of Arts and Bachelor of Science with concentrations in: Historical Studies History-Social Studies Education 9-12
Modern Languages	

NATURAL SCIENCE DIVISION

Mr. Lloyd Davis (Chairperson)

Department	Degrees Offered
Astronomy	
Biology	
Chemistry	
Environmental Studies	Bachelor of Science with concentrations in pre-professional emphasis, naturalist, independent

	emphasis, interdisciplinary emphasis, and Comprehensive Science Education 9-12.
Mathematics	Bachelor of Arts and Bachelor of Science
Physics	
Outdoor Education	Bachelor of Science

TEACHER EDUCATION DIVISION

Department	Degrees Offered
Elementary Education	
English Education	Licensure (9-12)
History/Social Studies Education	Licensure (9-12)
Comprehensive Science	Licensure (9-12)
Mathematics	Licensure (9-12)

SCHOOL OF PROFESSIONAL AND ADULT STUDIES

Dr. Isaac Owolabi (Dean of Adult Education)

Department	Degrees Offered
Business Administration	Associate in Science
	Bachelor of Business Administration
	Master of Business Administration

REQUIREMENTS FOR THE BACCALAUREATE DEGREE

In order to be graduated from Montreat College, students must fulfill the following requirements:

1. Earn a minimum of 126 semester hours.
2. Achieve a cumulative grade point average of at least 2.00.
3. Complete the General Education Core requirements.
4. Successfully complete at least 33 semester hours in 300 level or above courses.
5. Earn a grade of "C-" or better in courses counted toward the major or the minor field.
6. Fulfill all obligations to the college.
7. Fulfill residency requirement of two semesters and the completion of the last 31 semester hours at Montreat College with the exception that students in residence for three semesters or more may complete 12 of the 31 semester hours at other approved colleges.
8. Successfully complete all requirements in the major field. A major is a concentrated, directed, and focused study of a specific academic

discipline (for example, Business Administration). Normally, a major will require that students engage in specialized study in that discipline (and/or other, closely related ones) with the majority of the course work at the 300-400 level. The minimum number of semester hours allowed in any major field of study at Montreat College is 30 hours.

9. Students transferring in with senior status must successfully complete at least eighteen hours in their major subject at Montreat College.
10. Successfully fulfill area knowledge competency requirements (mathematical computation, oral expression, reading, writing and computer skills). In addition, most degrees require a senior demonstration of competency in the major field. Normally, competency in the major will be measured by Major Field Achievement Tests or the equivalent administered to students just prior to graduation.In some majors, a minimum MFAT score may be required.
11. All juniors and transfer students will take and pass a Writing Competency test in the fall of their junior year provided they have fulfilled the general ed. writing competency. Students choose from several writing scenarios and compose three to five pages on a timed essay. A committee of the faculty evaluates the test for: a) clarity (including principles of good writing, e.g., mechanics); organization, and support; b) attempts at integrating faith and learning; and c) analysis, critical thinking, and problem solving. Students, the registrar, and advisors are notified of the results. Students who are not successful are allowed another opportunity to demonstrate competency before graduation and are given specific feedback for improvement. Students must pass the test to graduate. Students who fail the retake will be given a plan for improvement. The evaluating committee, in coordination with the student's advisor, will determine the best options for improvement. The student will retake the examination towards the end of the completion of the plan.

A deficiency of more than 12 hours will necessitate the student's return to Montreat College if he/she wishes to graduate from the college.

Students are normally subject to the academic requirements stated in the *Catalog* which was current when they registered. A student who leaves the college and is later readmitted must meet the requirements current at the time of readmission.

Students whose first language is not English and who are successfully meeting the English competency requirement at Montreat College may have their first language substituted for the foreign language requirement for the bachelor of arts degree. Twelve hours of electives may be substituted; six of these hours

must be in the humanities. English 311, Advanced Writing, is strongly suggested as one of these humanities courses.

CONDITIONS OF ACCEPTANCE OF TRANSFER CREDIT

1. Only work graded "C" or better will be accepted for credit toward graduation from Montreat College. In some cases, however, grades of "D" may be accepted in view of the student's overall academic performance and other pertinent factors. Determination for acceptances of credit from another institution will be by the Vice President and Dean of Academics and the Registrar (see exceptions in items 6 and 7 below).*
2. Credits will be accepted from accredited institutions in courses even when Montreat College offers no equivalent course, provided that the transferred course is considered within the general framework of the liberal arts curriculum.*
3. Transfer students who have earned the Associate in Arts or Associate in Science degree and who meet the minimum requirements for admission to Montreat College will receive transfer credit for all courses taken from those colleges listed under "Direct Transfer Programs."*
4. Courses will be transferred as "P" and will be considered as earned credit. An exception is made when a student is being considered for honor eligibility for graduation. At this time a student's transfer GPA will be calculated with their Montreat GPA.
5. Normally transfer credits from nonaccredited institutions will not be accepted. If credits are approved for transfer from a nonaccredited institution, the student will be required to achieve a minimum 2.00 GPA the first semester of attendance at Montreat College. Credits will not be transferred if student fails to meet the minimum GPA requirement. Approved.
6. In regards to questions concerning acceptance of credits as the "equivalent" of another course, the department for which the course is identified with will be notified, and a decision to accept the course must be made and submitted in writing to the Registrar's office will be placed in the student's academic file.
7. In regards to questions concerning acceptance of credits as a prerequisite course for a particular major, the department of the major will be notified, and a decision to accept the course as a prerequisite must be made and submitted in writing to the Registrar's office to be placed in the student's academic file.

8. Normally, students transferring in with senior status from another institution must successfully complete at least eighteen hours in their major subject at Montreat College.
9. A Montreat College student who wishes to enroll in courses offered by another institution must receive approval to do so from the Registrar and complete the necessary forms required by that office. Failure to follow this procedure may result in loss of transfer credit for these courses. Completion of the transfer form entitles the student to full credit on all credits earned. All grades, passing or failing, and the quality points are recorded and computed into the student's average at Montreat College. Credit for approved transfer work is treated as if it were earned at Montreat College. Transfer work undertaken and averaged into the previous semester's work will be considered in evaluating a student's academic status for the following semester.
10. A student who is transferring from another institution and who has been placed on academic probation/warning for the previous semester will be automatically placed on academic probation at Montreat College.

*NOTE: Students who are transferring and are participating in athletic events must also follow guidelines established by the NAIA in order to be considered eligible.

DUAL MAJOR

Students may work toward a dual major. Through a comprehensive, concentrated, and diverse education, students with a dual major demonstrate to potential employers breadth, depth, flexibility, and persistence.

To complete a dual major, a student must fulfill:
1. The General Education Core requirements, and
2. The designated requirements of both majors.

When two majors have common course requirements, students will be permitted to count the required courses toward both majors. Students with dual majors should expect to take overloads, attend summer school, and/or attend an extra semester to fulfill the requirements for both majors.

PRE-PROFESSIONAL STUDIES

Students interested in careers in medicine, law, criminology, and so on are reminded that the best preparation, according to graduate school advisors in these areas, is a solid liberal arts degree. For example, if you are interested in

law, a degree in English or history would be excellent preparation; if you are interested in medicine, a degree in English, history, or environmental studies would be excellent. Consult your advisor for additional information.

GENERAL EDUCATION CORE REQUIREMENTS

Courses*	Credit Hours
1. English 101-102 (172) plus one from English 201,202,203,204	9
2. Bible 101; 102 or 103	6
All full-time students and/or resident students must be enrolled in the following courses: Bible 101 and 3 hours from Bible 102 or 103 until successfully completed (these courses may not be deferred until a later time) and one-half semester hour of General Studies each semester enrolled.	
3. Mathematics 101 or above	3
4. Natural Science:	8
Astronomy 101, 102	
Biology 101, 102	
Chemistry 201-202	
Physics 131, 132, 201, 202	
5. Social Science	9
History 101,102 (History 201 or 202 may be substituted for one semester of 101 or 102), plus one elective above 100 level in Economics, Sociology, Psychology, History or Political Science. World Cultural Geography (GG 313) may also be taken as an elective.	
6. Humanities (from at least two areas)	9
a) Art 101,102	
b) Music 101, and 200 and above courses, exclusive of applied music courses	
c) Spanish	
e) Philosophy 201, 202, 301 or History 302	
f) Bible above 100 level	
g) English above 100 level	
7. Physical Education Activities	2
8. TOTAL HOURS: 46 hours plus 1/2 hour of General Studies for each semester enrolled	

* *All institutional competency requirements in English, mathematics, oral communication, reading, and computer literacy must also be fulfilled.*

In order to be graduated, each student must demonstrate competency in the following specific areas: mathematical computation, oral expression, reading,

writing, and computer literacy. Competency in these areas may be demonstrated as follows:

1. Mathematical Computation Competency
   Mathematical computation competency may be demonstrated in one of the following three ways:
   a. Grade of "C" or above in Math 101 or above or the equivalent.
      OR
   b. Passing a math test covering material in any mathematics course, 101 or above.
      OR
   c. Appropriate placement scores.

2. Oral Expression Competency
   The purpose of this competency is to prepare graduates who can demonstrate skill in oral communication. Specifically, students will give extemporaneous oral presentations that either inform or persuade. Competency will be achieved when students demonstrate—in the context of oral presentations—clarity of thought, originality of ideas, organization techniques, appropriate diction, critical thinking, supporting strategies, and effective delivery.

   In order for students to be graduated with an associate or baccalaureate degree, they must meet one of the oral competency requirements as follows:
   a. Grade of "C" or above in English 221 Principles of Speech or the equivalent.
      OR
   b. Give three satisfactory oral presentations (minimum of five minutes each) according to guidelines established by the English Department. The instrument for evaluating these oral presentations is developed and housed with the English Department.

3. Reading Competency
   Reading competency may be demonstrated in one of the following two ways:
   a. Grade of "C" or above in a literature course (English 201, 202, 203, 204, or the equivalent).
      OR
   b. Appropriate placement scores.

4. Writing Competency
   Writing competency may be demonstrated in one of the following three ways:

a. Grades of "C" or above in both English 101 and 102 (172) or the equivalent.
   OR
b. Appropriate CLEP or APP scores.
   OR
c. Passing a writing test based on a series of writing assignments including a research component.

5. Computer Skills Competency
   Normally prior to completing 60 credit hours, all students must demonstrate computer literacy in one of the following ways:
   a. Successful completion of Computer Science 101, Computer Science 201, or the equivalent with a grade of "C" or better.
      OR
   b. Successful completion of the Computer Competency Examination.
      OR
   c. Transfer credit received for successful completion of a comparable course taken at another college or university.

AMERICAN STUDIES AS

Dr. Risher (Chairperson), Dr. Forstchen

The Bachelor of Arts/Science degree with a major in American Studies is allied with the History program in many ways, but provides a concentration in the wider areas of study and life in the United States. The candidate will take courses dealing with American literature, social institutions, economic development, religious life, and other related areas. One requirement will be original research dealing with specific facets of life in the United States, including its variety of subcultures.

The course is also designed for international students who are seeking primarily an "American course of study" apart from the more narrow specialization they have already followed; for someone who may be returning to his native land to teach English and some American history or sociology; and for those U.S. citizens who intend to pursue graduate studies in American Studies in other parts of the world. In addition, this degree forms a basis for pre-legal, pre-ministerial, or pre-criminology careers.

REQUIREMENTS FOR A MAJOR IN AMERICAN STUDIES

1. Courses required for the General Education Core (46 hours plus 1/2 semester hour of General Studies for each semester enrolled)

2. Bachelor of Arts in American Studies
   Successful completion of the intermediate level of French, Greek, Spanish, or other approved language (12 hours).
   OR
   Bachelor of Science in American Studies
   Twelve semester hours of the following courses:
   - Astronomy
   - Biology
   - Business 209, 303, 307, 309 (6 hours maximum)
   - Chemistry
   - Computer Science 101, 201
   - Environmental Studies
   - Physics
   - Mathematics (111 or above)

   These courses must be taken over and above courses taken in the General Education Core and in the major.

3. Required courses in the major (42 hours):

American Studies	401
Business	101
English	321, 322, 323
History	201; 202; plus six courses from the following: 303, 304, 309, 401, 402, 407, 409, 490
Political Science	201

4. Required course outside of the major (2 hours):

Philosophy	461

5. Required electives from among the following courses (9 hours):

Business	203, 204
Cross-Cultural	201
General Education	441, 461
History	351, 404, 480
Philosophy	202
Sociology	204, 205
Teacher Education	420

6. General Studies plus academic electives to bring total to 126 semester hours. Refer to "Requirements for the Baccalaureate Degree."

ART AR

Mr. Southerland

REQUIREMENTS FOR A MINOR IN ART (18 hours)

Courses		Semester Hours Required
Survey of Art I and II	AR 101, AR 102	3
Visual Design	AR 245	3
Drawing	AR 241	3
Sculpture	AR 244	3
Photography	AR 246	3
Exhibition	AR 304	3

Solo-exhibition of art/research in final semester

BIBLE AND RELIGION BB

Dr. Glassford (Chairperson), Mr. Bamberg, Mr. Bonner, Dr. Van Brocklin

The Bible and Religion Major offers seven areas of concentration: Biblical Studies, Biblical Languages, Worldview Studies, Christian Education, Children's Ministry, Youth Ministry, and Cross-Cultural Studies.

The student who elects to concentrate in Biblical Studies, Biblical Languages, or Worldview Studies will earn a Bachelor of Arts Degree. These programs are designed to prepare students to enter theological seminaries or graduate schools of religion in preparation for the pastoral/teaching ministry and other church-related vocations. These concentrations all require the use of the Greek New Testament by the senior year. A student should select an area of concentration which reflects one's specialized interest.

The student electing the Christian Education, Children's Ministry, Youth Ministry, or Cross-Cultural Studies concentration can earn either a Bachelor of Arts or Bachelor of Science Degree. These concentrations seek to provide students with the necessary theoretical and practical skills for serving in a specialized area of ministry. These concentrations aim at providing a balance of instruction in educational leadership, counseling, communication, and understanding of people of varying ages within the cultural context from the perspective of a Reformational Worldview.

Graduates of the Bible and Religion major are prepared to pursue graduate studies and equipped to work with children, youth, and families in a variety of organizations such as churches, community social programs, schools and para-church organizations both in the USA and other cross-cultural contexts. An off-campus supervised practical experience provides an invaluable dimension to the Children's Ministry, Youth Ministry and Cross-Cultural Studies concentration. With the minors available at Montreat College, the student pursuing a Bible and Religion major can easily add courses which will enhance their preparation.

REQUIREMENTS FOR A MAJOR IN BIBLE AND RELIGION

1. Courses required for General Education Core (46 hours plus 1/2 semester hour of General Studies for each semester enrolled).
2. Complete the Bible and Religion Core (15 hours):
   Bible 203, 211, and
   Philosophy 461 and nine hours from the following courses:
   Bible 201, 202, 204, 207, 302, 303, 305, 306, 307, 308, 401.
3. Participate in a cross-cultural learning experience. (CC 241) This requirement can be fulfilled through participation in an appropriate off-campus or field education/internship experience. (1-6 hours)
4. Receive a score of satisfactory or superior on the Christian Ministries Comprehensive Exam.
5. Completion of one of the following concentrations:

Abbreviation	Concentration	Degrees	Course Requirements*
BR-BS	Biblical Studies	B.A.	GR 201, 202, 301, 302; PH 201, 301, 491; plus an additional nine hours selected from the following courses: BB 201, 202, 301, 207/307, 309, 351, 401; CE 201, 403; CM 201, 301, 303 (30 hours).
BR-BL	Biblical Languages	B.A.	GR 201, 202, 301, 302; HB 301, 302; PH 201, 301, 491 (29 hours).
BR-WS	Worldview Studies	B.A./B.S.**	BB 306; GR 201, 202, 301, 302; PH 201, 202, 301, 491; plus an additional six hours selected from the following courses: BB 201, 202, 301, 207/307, 309, 351, 401; CE 201, 403; CM 201, 301, 303 (32 hours).
BR-CE	Christian Education	B.A./B.S.**	CE 201, 403; CM 201, 301, 302, 303; GE 441 or PH 491; plus an additional nine hours from the following courses: any additional courses in Bible, Christian Education, Christian Ministries, Cross-Cultural Studies, Greek, Hebrew; PY 412, 414; SC 204, 205, 415 (29 hours).
BR-CM	Children's Ministry	B.A./B.S.**	CE 201, 401, 403; CM 201, 301, 302, 303, 402; HD 300; GE 441 (29 hours).
BR-YM	Youth Ministry	B.A./B.S.**	CE 201, 403; CM 201, 301, 302, 303, 403; CC 301; HD 301; GE 441 (29 hours).
BR-CC	Cross-Cultural	B.A.	Twelve (12) hours of language study in either French, Greek, Spanish, or any other approved language; BB 306; CE 201; 403; CM 201, 301, 302, 303; CC 301; 402, 403; GE 441 (44 hours).

* These courses may not be used to fulfill the General Education nor the Bible and Religion core requirements.

** Those students desiring a B.A. must successfully complete an additional 12 hours of language study in either French, Greek, Spanish, or other approved language. Those students desiring a B.S. must complete twelve additional semester hours of any combination of courses in business (including computer science) or the natural sciences (including astronomy, biology, environmental studies, chemistry, physics, and/or mathematics). These courses may not be counted as part of the General Education core.

Additional Graduation Requirements

1. General Studies plus academic electives to bring total to 126 semester hours. Refer to Requirements for the Baccalaureate Degree.
2. Maintain a good citizenship record at Montreat College.
3. Receive an assessment of satisfactory or superior on divisional competency exams.

Note: This will include a competency exam in Bible and Religion and the area of concentration. A student failing the examination twice may be required to do additional course work to demonstrate competency.

REQUIREMENTS FOR A MINOR IN BIBLE AND RELIGION (18 hours)

Courses	Semester Hours Required
Bible, Greek, Hebrew	12
Cross-Cultural Studies, Christian Education, Christian Ministries	6

(At least 12 of the 18 hours must be at the 300 or 400 level.)

REQUIREMENTS FOR A MINOR IN PHILOSOPHY (18 hours)

Courses	Semester Hours Required
Philosophy 201, 202, 301, 401	12
History 302	3

Plus one additional three-hour course in a related area as approved by the advisor. Suggested courses include: Art 303, Bible 305, English 402, Environmental Studies 405, 460, History 406, Math 401.

BUSINESS ADMINISTRATION BS

Dr. Abby Fapetu (Chairperson), Mr. Pete McDanel, Mr. John Sullivan, Mr. Dave Walters, Dr. Kevin Gorman, Dr. Mark Beymer, Dr. Sanjay Rajagopal

The Bachelor of Science degree in Business Administration is designed to produce graduates who: (1) are able to integrate creatively their business education and leadership skills into effective Christian service; (2) are broadly educated citizens and capable, ethical and competent Christian business leaders; (3) are well grounded in the free enterprise economic system and are able and motivated to make worthwhile contributions toward improving our

economic system; (4) possess the requisite knowledge of leadership and management philosophy to make positive contributions in their professional careers; (5) are able to administer their personal and family finances according to sound scriptural and business principle; (6) possess the leadership, quantitative, technical, psychological, social, and communication skills necessary to be effective leaders in the coming century; and (7) are adequately prepared to pursue degrees at the graduate level.

REQUIREMENTS FOR A MAJOR IN BUSINESS ADMINISTRATION

1. Courses required for the General Education Core (46 hours plus 1/2 semester hour of General Studies for each semester enrolled). Business students should take Math 214 in the Core.
2. Lower-level requirements for the major (30 hours):
   Business 101, 201, 202, 203, 204, 205, 209, 214, 230
   Computer Science 201
3. Qualification for entrance into the upper level of the major:
   Students must pass all business core courses with a grade of C or better.
4. Upper-level requirements for the major: the Business Core: Business 306, 309, 311, 441, 462, Philosophy 461, (17 hours) plus one of the following concentrations:
   A. Accounting (19 hours) (see note):
      Business 315, 316, 317, 318, 417, 418
   B. Finance and Economics (18 hours from the following courses):
      Business 300, 301, 322, 324, 326, 328, 330
   C. International Business (33 hours):
      Business 303, 304, 320, 338, 405, and a minor in a foreign language
   D. Management (18 hours from the following courses):
      Business 303, 304, 307, 308, 310, 313, 402, 406
   E. Management Information Systems (18 hours):
      Computer Science 202, 310, 330, 360, 410, 420
   F. Marketing (18 hours from the following courses):
      Business 331, 332, 335, 336, 338, 405, 435, 437, English 312
   G. Sports Management (29 hours):
      All the courses under Management (18 hours), plus Business 210, 337, 423, Physical Education 302
5. All Business majors will be required to take the Major Field Achievement Test in Business and must obtain a score of at least 150/200. Any student who scores below 150 will be required to retake the test. The college will pay for the test to be taken the first time. The student must pay for subsequent attempts. Students' scores will be shown on their transcripts, and those who do not pass at the required level will not be allowed to graduate.

6. General Studies plus academic electives to bring the total to 126 semester hours except International Business, which totals 130 semester hours. Refer to "Requirements for the Baccalaureate Degree."

Note: The accounting concentration is a rigorous program designed to meet the educational requirements to sit for professional examinations. Students may sit for the CMA exam with a BS degree. Requirements to sit for the CPA exam differ between states. In most states, students who wish to sit for the CPA exam need to complete 24 hours beyond the 126 semester hours required for graduation. In effect, most State Boards of Accountancy have mandated a fifth year of education for CPA exam candidates.

REQUIREMENTS FOR A MINOR IN BUSINESS ADMINISTRATION (18 hours)

Eighteen hours of courses to include: Business 101, 203, 209, plus nine hours of business courses at the 300 or 400 level.

REQUIREMENTS FOR A MINOR IN COMPUTER INFORMATION SYSTEMS (18 hours)

Eighteen hours of courses to include: Computer Science 101, 201, 202, one of the following programming courses: CS 103, 210, or 330. Two computer science courses from the 300-400 levels.

REQUIREMENTS FOR A MINOR IN THEORETICAL AND APPLIED LEADERSHIP (21 hours)

Twenty-one hours of theoretical and practical leadership courses designed to prepare students to assume positions of leadership in a wide variety of occupations and organizations. Course requirements include:
Business 308
Outdoor Education 306
Philosophy 202
General Education 421
Business 309 or Philosophy 301

Plus six hours selected from the following courses:
Business 303, 307
Christian Ministries 302, 303
English 221, 312
Outdoor Education 201, 304
Physical Education/Outdoor Education 280
Psychology 412

TEACHER EDUCATION ED

Dr. Braboy, Dr. Chesky, Dr. Joyner, Dr. Wark

The Teacher Education Division offers licensure (i.e., certification) programs in English, History-Social Studies, Mathematics, and Science Education (9-12). The program of study leads to a degree (B.S. or B.A.) in the discipline as well as a Class A North Carolina teaching license. The program also pledges free and comprehensive assistance to students for their first two years of teaching. In addition, the College has developed a major in elementary education with a start date of fall 1999.

The goal of the teacher education program, based in the programmatic theme, "The Teacher as Reflective Communicator," is to produce liberally educated, content knowledgeable, pedagogically sound, and thoroughly articulate teachers who, through reflection, learn to adjust content and method for a given audience, purpose, and context. The objectives of the teacher education program are detailed below.

Professional Education Objectives

Based on the mission of the college, a sound liberal arts education, and a major in a content-specific major, and through the force of the programmatic theme, the courses and experiences offered in the professional education curriculum are designed to foster in each student:

1. The knowledge of current schools, schooling, and teaching as a profession; including the historical, social, spiritual, and philosophical foundations of American education; organizational, curricular, and legal aspects; and trends affecting schools and teaching;
2. The knowledge of the characteristics of students who make up the schools, including human growth and development (cognitive, moral, social, spiritual, physical, and emotional); and the culturally diverse and exceptional populations of students;
3. A knowledge of the psychological principles and theories that underlie effective educational practices, including developmental processes, individual differences and motivation, learning theory, measurement and evaluation, and teacher behavior;
4. A knowledge of the interrelated processes of listening, speaking, reading, writing, and viewing, including how to teach the reading and writing processes;
5. A knowledge of and facility with the three primary teaching strategies: presentation, questioning, and induction, including organizing, managing, and evaluating teaching and learning; using related media, research-related to student achievement; and content-specific research and practice;

6. The necessary tools for a successful internship, including the ability to integrate theoretical and practical knowledge and experience; the knowledge and skills necessary to maintain a classroom environment conducive to learning; and the ability to make decisions through knowledge, reflection, and caring, and through an integration of faith and learning;
7. A desire to become a lifelong learner, particularly through association with professional organizations.

Entrance Requirements for All Teacher Education Students

Acceptance in Montreat College is not the same as acceptance into the Teacher Education Curriculum. Admission to Teacher Education is open to all Montreat College students who meet the standards established by the College's Teacher Education Committee (TEC) and the N.C. State Department for Public Instruction (SDPI).

To Be Admitted into the Teacher Education Program:

1. Must complete Education 101, Field Experience I and Education 202, Introduction to Teacher Education;
2. Take and pass the Praxis reading (176), writing (173), and mathematics (173) examination;
3. File a CPL form and be interviewed by the Director of Teacher Education or his or her designee;
4. Have a 2.5 (or better) GPA, with a "C" or better in all major and education courses;
5. In no case will a student be permitted to complete more than one-half of the professional studies sequence (excluding student teaching) prior to being formally admitted into the teacher education program.

To Continue in the Program:

1. Maintain the academic requirements as stated above;
2. Have a grade of "C" or above in all course work in his or her major and in education courses; and
3. Complete a CPL Form each year until licensure requirements have been completed.

To Enter the Student Teaching Block:

1. Have a 2.5 (or better) GPA.
2. File an "Application for Student Teaching" form with the Teacher Education Division by September 15 to student teach in the spring semester. A late fee

of $25 will be charged for an application received after that date. Furthermore, applications received after December 1 will not be considered until the next semester.
3. Have the recommendation from the major department (departmental signature on form).

To Complete the Program:

1. Maintain a 2.5 (or better) GPA;
2. Complete the student teaching experience (a "C" or better);
3. Pass Praxis Examinations, Principles of Teaching/Learning and Subject Area Tests; pass computer competency tests.
4. Complete all forms for licensure; and
5. Complete all degree and licensure requirements.

These policies and procedures are explained in greater detail in the *Teacher Education Handbook*. Students will purchase a copy in Education 202; faculty advisors will have a copy for advising.

Requirements of Licensure in Teacher Education

To receive a teaching license students must major in English, History, Mathematics or Science and take the appropriate track. (See program requirements under English and History.) In addition, students must take the licensure courses in education.

Teacher Education Concentration for Licensure (33 hours):

Human Development 301 (3 hours)
Education 201, 202, 301, 302, 304, 321, 341, 420 (15 hours)
English 410 or History 408 (3 hours)
Education 411, 465, 470 (12 hours)

ELEMENTARY EDUCATION

Bachelor of Elementary Education (B.S. or B.A.)

The Bachelor of Science in Elementary Education prepares students under our knowledge-based model of Teacher as Reflective Communicator to be liberally educated, content knowledgeable, articulate, methodologically sound, and caring reflective communicators. These students will be reflective teachers who, *through reflection, adjust content and method for a given audience, purpose, and context.*

The Elementary Education Program will prepare students for licensure in kindergarten through sixth grade. Through the Program, students will earn a B.S. degree.

If, however, a student chooses to earn a B.A. degree, he or she must complete the 200-level sequence (six additional semester hours) of a foreign language.

General Education Requirements			**47-51 Semester Hours**
1-2, 4.	As outlined in *Montreat Catalog* p. 67		23 hours
3.	Mathematics 214		4 hours
5.	History 101-102 or 101 or 102 and 201 or 202; SC/EN 361 Seminar in Intercultural Studies		9 hours
6.	FR 101-102 or SP 101-102 (or other approved languages) EN 443 Study of Language or EN 221 Principles of Speech		9 hours
7.	Physical Education General Studies (1/2 hour for each semester at Montreat)		

Professional Education			**74 Semester Hours**
Area A:	**Core**		**20 Semester Hours**
ED	304	Computers for Educators	3 hours
ED	341	Educational Psychology/Child Development	3 hours
ED	345	Statistics in Education and Social Sciences	2 hours
ED	420	Foundations of American Education	3 hours
ED	431	Multi-Media Technology and the Internet in the Content Areas	3 hours
EN	441	Writing Workshop/Language Arts	3 hours
ED	442	Classroom Management and Teaching	3 hours
		Exceptionalities	3 hours

Area B:	**Specialization**		**24 Semester Hours**
EN	209	Children's Literature	3 hours
EE	322	Teaching Mathematics	4 hours
EE	341	Teaching Science	3 hours
EE	335	Teaching Phonics and Reading	3 hours
EE	337	Teaching Art and Music	3 hours
EE	444	Integrating Social Studies and the Internet	3 hours
EE	450	Educational Program for Kindergarten Children	3 hours
PE	201	Concepts of Fitness	2 hours

Area C: **Concentration** **12 Semester Hours**

Electives: Music or Mathematics or Science or History or Computer Science or Spanish or French or Psychology or Bible or . . . 12 hours
(Note: Concentration hours to be negotiated with each department)

Area D:	**Seminar/Internship**		**18 Semester Hours**
ED	102	Field Experience in Ed. I	1 hour
ED	202	Introduction to Teacher Education	1 hour
ED	301	Field Experience in Ed. II	1 hour
ED	302	Field Experience in Ed. III	1 hour
ED	370	Student Teaching	6 hours
ED	470	Student Teaching	8 hours

Total Curriculum Requirements 126 Semester Hours

LICENSURE-ONLY STUDENTS

Students with a baccalaureate degree can enter the College as a licensure-only non-degree seeking student. The general policy for licensure-only students is that they must meet similar entry, exit, and course requirements as degree-seeking students.

Students possessing a baccalaureate degree must apply for acceptance into the College. His or her transcripts will then be forwarded to the Director of the Teacher Education who, in conference with the Chair of the specialty area involved, will determine the equivalence of specialty area courses. Following this evaluation, the Director of Teacher Education will prepare a course of study leading to certification. (See "Licensure-Only Evaluation Sheet" in Appendix C.) The course of study will be signed by the appropriate Department Coordinator and the Director of Teacher Education.

To gain full acceptance into a program, the student must pass with a "C" or better ED 202 and must have a 2.5 QPA. Normally, certification-only students with a 2.5 QPA from an accredited college or university will not have to take the Praxis (Reading, Mathematics, and Writing) tests (PPST). If, however, the Director of Teacher Education or the Department Coordinator has concerns about a student's general knowledge or communication skills, he or she may require the student to take these tests.

Because licensure-only students have already completed a program of general studies, they may not have to take courses in the liberal arts. Students must have had course work, however, in the arts, communication skills, history, literature, mathematics, philosophy and/or religion, and science. The Director of the Teacher Education will require courses in these areas for the following reasons: 1) the student is lacking course work in one of these areas; 2) the student's grades are low in a given area; 3) the student needs to retake courses to raise his or her overall QPA; and 4) the student has a deficiency in one of these areas as noted on a standardized test or in an interview.

The licensure-only student will take all courses and tests in the Professional and Specialty Areas required of degree-seeking students (including early field experiences and student teaching) and meet all other requirements of degree-seeking students as detailed in the College Catalog and the Teacher Education Handbook. Normally, at least seventy percent (70%) of the courses must be taken through the College. All proposed transfer courses must be approved by the Director, the specialty area chair, and the Registrar.

MASTER OF ARTS IN TEACHING WITH TECHNOLOGY
INTEGRATED LEARNING WITH EDUCATIONAL TECHNOLOGY

The major emphasis in the program is on practical applications for classroom teachers to:

- -integrate subjects in curriculum
- -integrate learning strategies to develop critical thinking, create interactive multi-media learning environments, and reach diverse, international learners
- -integrate technology into planning, teaching, learning and assessment
- -manage integrated learning environments and technology in the classroom
- -meet county, state, national and international goals an school improvement plans

Note: This program is currently being developed.

ENGLISH EN

Ms. Lundblad (Department Coordinator), Dr. Chesky, Mr. Fuller, Dr. Gray, Dr. King, Ms. McMurtry

The Bachelor of Arts degree with a major in English expands the core of a liberal arts education by offering students: (1) a broad exposure to significant literary texts and (2) enhancement of writing and other communication skills. Undergirding these studies is the union of Christian faith and intellect as a foundation on which graduates may build meaningful lives of service.

Students majoring in English may look forward to careers in business, education, journalism, technical writing, public relations, and the ministry. In addition, students interested in graduate school in the areas of creative writing, communications, journalism, law, literature, media production and theater—as well as those who plan to go to seminary—should consider a major in English.

REQUIREMENTS FOR A MAJOR IN ENGLISH

1. Courses required for General Education Core (46 hours plus 1/2 semester hour of General Studies for each semester enrolled).
2. Successful completion of the intermediate level of French, Greek, Spanish, or other approved language (12 hours).
3. Complete one of the programs (A, B, C, or D) listed as follows:
   Program A. Literature (41 hours):

English 201, 202 and either 203 or 204	9 hours
English 301	3 hours
English 321, 322, 323	6 hours
English 311 or 313	3 hours

English 402 3 hours
English 491 2 hours
Additional hours in English at or above the 300-level 15 hours

Program B. Communications (41 hours):

English 201, 202, 203, 204 6 hours
English 221 or 222 3 hours
English 227, 231, 232, 235, 327, 331, 332, 337, 431, 432 3 hours
English 301 3 hours
English 311, 312, 313, 314, 315 9 hours
English 491 2 hours
Additional hours in English at the 300-level or above 15 hours

Program C. English Education (42 hours):* (I, II, and III required for licensure; II required for major)

I. *Core* (46 hours)**
   1-5. As outlined in *Catalog.*
   6. Humanities: Art 101 or 102 or Music 102, Philosophy 201, Psychology 202, English 221
   7. Physical Education 145 plus one other activity course

II. *Literature and Communications* (42 hours)

English 201, 202 6 hours
English 203 or 204 3 hours
English 221, 315 6 hours
English 227, 327, 337 1 hour
English 311, 312, 313 3 hours
English 301, 310, 443, 491 11 hours
English 321, 322, 323 6 hours
Additional hours in English at or above the 300-level 3 hours
English 361 3 hours

III. *Teacher Education Licensure Requirements* (33 hours)

Human Development 301 3 hours
Teacher Education 102, 202, 301, 302, 304, 321, 341, 420 15 hours
English 410 3 hours
Teacher Education 411, 465, 470 12 hours

Program D. Creative Writing (New Track) (41 hours):

English 201, 202, 203, 204 6 hours
Sophmore-level literature study
English 301—Required of all English majors 3 hours
English 321, 322, 323—American literature study 3 hours
English 311, 313, 317, and 403—Creative Writing core 12 hours
English 491—Thesis must be in creative writing. 3 hours
Hereafter, only Track D students will write poetry and fiction as the substance of their theses.

Junior-level literature courses	6 hours
English at junior-senior level (open-ended junior/senior English hours)	9 hours

* *Note: All students planning to teach must either take Program C or take all courses in Program C.*

** *See advisor for four-year long-range schedules.*

4. Required courses outside the major (5 hours)
   Philosophy 461
   Philosophy 201 or Philosophy 202
5. General studies plus academic electives to bring total to 126 semester hours. Students are reminded that at least 33 semester hours must be taken in courses at or above the 300-level.

English Education (9-12) Specialty-Area Goals and Objectives

Content-Specific: From the basis of integration of faith and learning from an informed Christian perspective, the course of study for the English major who is preparing to teach will engender in the student:

1. A knowledge of significant literary texts in American, British, and European traditions; literature from non-western and under-represented groups (e.g., women and minorities); and adolescent literature and mythology;
2. An enhancement of writing, speaking, reading, listening, and viewing skills;
3. A knowledge of the history and development of language, particularly English; and language development and acquisition; dialects; types and levels of usage; grammars, traditional and transformational;
4. A knowledge of journalistic principles and techniques; a knowledge of and demonstrated competence in the use of dramatic techniques; and a knowledge of and ability to implement forensic techniques.

English Education (9-12) Objectives

Working toward the goal of the programmatic theme, "The Teacher as Reflective Communicator," the course and experiences specific to the student's preparation as a teacher of English will engender in the student:

1. Knowledge of the materials, resources, methods, and strategies for teaching English in the secondary schools, and how to incorporate such knowledge in populations;
2. A knowledge of the secondary English curriculum, with particular emphasis on objectives, lesson plans, and unit plans, and on the North Carolina Standard Course of Study;

3. A knowledge of and ability to implement methods of teaching literature, grammar, speech, listening, reading, writing, and viewing;
4. A knowledge of adolescent literature and non-print media and of criteria for selection and evaluation, on appropriate teaching methods, and on multicultural perspectives; and
5. An integration of theory and practice, and faith and learning; and a commitment to lifelong learning.

REQUIREMENTS FOR A MINOR IN LITERATURE (18 hours)

Eighteen hours of literature courses, at least 12 of which must be 300 level or above. Students must select courses from: English 201, 202, 203, 204, 301, 302, 303, 306, 308, 310, 311, 313, 321, 322, 323, 401, 402.

REQUIREMENTS FOR A MINOR IN COMMUNICATIONS AND THEATER (18 hours)

English 221	3 hours
English 231, 232	1 hour
English 312, 314, 315, 316, 341	12 hours
English 331, 332, 431, 432	2 hours

ENVIRONMENTAL STUDIES EV

Mr. Joyce (Department Coordinator), Mr. Daniel, Dr. Lassiter, Mr. Shores Mr. Sonnenberg

The Bachelor of Science degree with a major in Environmental Studies develops a strong background in scientific principles that are applicable to a broad range of disciplines and environmental issues. The program is committed to integrating a liberal arts education with a Christ-centered perspective and application to environmental issues, conflict resolution, and management.
The program utilizes biological, chemical, and ecological course work and field experiences to establish application in a wide range of related arenas. In addition the program provides the courses basic to admission for further academic or professional training (i.e. medical school, graduate school, etc.) and provides opportunities for job preparation through independent projects, teacher education, internships and seminar training.

REQUIREMENTS FOR A MAJOR IN ENVIRONMENTAL STUDIES

1. Courses required for General Education Core including Biology 101, 102; Math 214, and Philosophy 202 (46 hours plus 1/2 semester hour of General Studies for each semester enrolled).

2. Required courses in the major (34 hours):

Biology 201, 310, 401	11 hours
Chemistry 201, 202	8 hours
Environmental Studies 206, 301, 302, 405, 430, 431	15 hours

3. Complete one of the following Environmental Programs:

Program A. Pre-Professional Emphasis (24 hours):

Chemistry 320, 321
Mathematics 203, 204
Physics 131, 132

Required Pre-Professional Experience—Students in the Pre-Professional Emphasis Track will be required to enter into a professional experience either through a cooperative, employment, internship, or research arrangement. These experiences will be mentored by Environmental Studies (ES) faculty and each project must be approved and debriefed with the ES faculty for completion of this requirement. The student must make the arrangements to set up the professional experience and make a presentation to the ES faculty for approval before the experience is initiated. If the student simultaneously seeks credit for the experience, the student enrolls in EV 440 each semester of the experience. A debriefing is required, but if the student has applied for credit, the debriefing each semester of enrollment will be required for credit and grade designation. The student's experience will be assessed, whether credit is given or not, and a text transcript entry will be included as a record of evaluation of the experience in the student's records.

Recommended electives:
Computer Science 451
Environmental Studies 415

Program B. Naturalist (22 hours):

Biology 211, 212
Environmental Studies 305, 315, 421, 422
Outdoor Education 305, 340

Note: Students in Program B should be aware that Environmental Studies 305 must be taken in the summer and requires a substantial fee.

Program C. Independent Emphasis (minimum requirement of 5 courses and 18 hours):

A student can transfer a set of courses from other institutions or other departments at Montreat College that can be integrated into an environmental discipline (art, computer sciences, geology, sociology, mathematical sciences,

etc.). If this transfer does not complete the course requirements for an emphasis, any courses taken at Montreat College can be proposed as a development of the transferred unit. Such programs must be approved by the student's academic advisor and by the Environmental Studies Review Committee by the end of the student's sophomore year. (The certification programs offered by Au Sable Institute would be an example of this emphasis.)
Environmental Studies 305

Program D. Comprehensive Science Education (9-12):
The college has approved a program in Comprehensive Science Education (9-12). Pending final approval of the program by the North Carolina State Department (expected by the summer of 1997), the program will begin admitting students in the fall of 1997. For details on the proposed program, contact the Teacher Education Division.

4. Philosophy 461 (2 hours)

5. Recommended electives:
Business 101
Environmental Studies 440, 450
Outdoor Education 280

6. General Studies plus academic electives to bring total to 126 semester hours. Refer to "Requirements for the Baccalaureate Degree."

REQUIREMENTS FOR A MINOR IN ENVIRONMENTAL STUDIES (20 hours)

Twenty hours of courses from Biology, Chemistry, or Environmental Studies including Biology 101 and 102 and Environmental Studies 206.

MODERN LANGUAGES

Dr. Aaron (Department Coordinator), Ms. Britton

REQUIREMENTS FOR A MINOR IN MODERN LANGUAGES (18 hours)

Eighteen hours in foreign languages beyond the elementary level (a minimum of 6 hours at the 300 level or above).

FRENCH FR

Ms. Britton

REQUIREMENTS FOR A MINOR IN FRENCH (18 hours)

Eighteen hours of French beyond the 100 level.

HISTORY HS

Dr. Risher (Chairperson), Dr. Forstchen

The Bachelor of Arts/Science degree with a major in History will educate a student broadly in his or her understanding of the human past, and of those events and forces leading up to the present and contributing to the future. The student will be broadened in a knowledge of the world and its cultures, brought to heightened perceptivity of the human scene, and encouraged to formulate a worldview which is based on fact, remaining sensitive to the human condition, and bringing to bear both analytical skills and a lively faith. The student will be brought to an integration of personal faith and philosophy with the cognitive knowledge of historical facts.

Included in the major are a survey of the world's history and of the history of the USA, a serious look at one or more non-Western cultures and their development, frequently a study of a foreign language, and eventually, a concentration on precise areas of historical study.

A major in History may lead to graduate studies in history, theology, law, political science, and administration; even business and medicine are not to be excluded. A graduate in History may also find employment in administrative and government services, in libraries, public history activities and interpretation, or the many areas in education.

REQUIREMENTS FOR A MAJOR IN HISTORY

1. Courses required for the General Education Core (46 hours, plus 1/2 semester hour of General Studies for each semester enrolled).

2. Bachelor of Arts in History
   Successful completion of the intermediate level of French, Greek, Spanish, or other approved language (12 hours).
   OR
   Bachelor of Science in History
   Twelve semester hours of the following courses:
   Astronomy
   Biology

Business 209, 303, 307, 309 (6 hours maximum)
Chemistry
Computer Science 101, 201
Environmental Studies
Physics
Mathematics (142 or above)

These courses must be taken over and above courses taken in the General Education Core and in the major.

3. Each student should choose to follow either Program A or B.
Program A: Historical Studies (32 hours):
History 201, 202, 490 (9 hours)
Philosophy 461 (2 hours)
Electives from the following (21 hours):
History 301, 302, 303, 304, 305, 306, 308, 309, 310, 351*, 401, 402, 403, 404, 405, 406, 407, 409, 480*
American Studies 401

Program B: History-Social Studies Education (44 hours):* *(I, II, III, and IV required for licensure; II and III required for major)

I. Core: (46 hours)
1-4. As outlined in *Catalog*
5. History 302, Psychology 202
6. Humanities: Art 101 or 102 or Music 101 and English 221
7. Physical Education 145 plus one other activity course

II. History (21 hours)
History 201, 202, 304, 404, 490 (18 hours)
History elective (300 or 400 level) (3 hours)

III. Social Studies (23 hours)
Business 203, 204
English 461
Geography 313
Political Science 201
Psychology 202
Sociology 204
English 361

IV. Teacher Education Licensure Requirements (33 hours)
Education 102, 202, 301, 302, 304, 321, 341, 420
History 408
Human Development 301
Education 411, 465, 470

*Normally, Independent Study subjects covered by traditional courses will not be permitted except by approval from the Vice President and Dean of Academics. Normally, History 480 may not be taken more than twice without special permission from the Vice President and Dean of Academics.

**Note: All students planning to teach must either take Program B or take all courses in Program B.

4. Recommended electives:
   - Anthropology
   - Business 203, 204
   - Philosophy 201
   - Political Science 201, 202
   - Sociology

5. General Studies plus academic electives to bring total to 126 semester hours. Refer to "Requirements for the Baccalaureate Degree."

MINOR IN HISTORY (18 hours)

Courses	Semester Hours Required
History 201, 202	6
History electives at 300-400 level	12

History-Social Studies Education (9-12) Specialty-Area Goals and Objectives

Content-Specific Objectives. The primary goal of the history-social studies program is to provide each student the experience necessary for attainment of the knowledge, skills, and attitudes necessary for preparing prospective teachers to enable their students to become effective and contributing citizens. To insure the realization of this primary goal, the history-social studies program enables prospective teachers to:

1. Develop concepts and make valid generalizations that provide insights into political, economic, and social behavior of people;
2. Become proficient in geography skills and in the skills needed for problem solving, decision making, planning and participation;
3. Acquire knowledge about (a) the structure and functions of the social, political, and economic institutions in American society; (b) the development and unique characteristics of past and present societies; and (c) issues and problems which have persisted throughout history;
4. Develop a system of values consistent with the fundamental tenets of democracy;
5. Develop constructive attitudes toward diversity, change, conflict, and uncertainty;
6. Develop an understanding of oneself and one's relationship to others and to the environment;

7. To seek to develop a sense of informed curiosity which will stimulate further research and deeper understanding; and which will engender a desire to seek to stimulate the same curiosity in the prospective teacher's students.

History-Social Studies Education (9-12) Objectives. Working toward the goal of the programmatic theme, "The Teacher as Reflective Communicator," the courses and experiences specific to the student's preparation as a teacher of History-Social Studies will engender in the student:

1. A knowledge of the materials, resources, methods, and strategies for teaching Social Studies in the secondary schools; and how to incorporate such knowledge in exceptional and multicultural populations;
2. A knowledge of the secondary Social Studies curriculum, with particular emphasis on objectives, lesson plans, and unit plans, and on the North Carolina Standard Course of Study;
3. A knowledge of non-western and minority history, and on multicultural perspectives;
4. An integration of theory and practice, and faith and learning; and a commitment to lifelong learning.

HUMAN SERVICES HU

Dr. Lewis (Chairperson), Dr. Blanton, Ms. Copenhaver

The Bachelor of Arts/Science degree with a major in Human Services will prepare students for working with the rapidly changing structure of our contemporary society. Specialists are being called upon more and more to assist in answering the pressing needs that affect the health of child, marriage, and family life. Human Services prepares students for several areas of service in governmental and social agencies as well as in churches and Christian organizations. Furthermore, studies in Human Services provide students with a sound foundation for graduate programs in the social sciences, Christian education, and clinical and social service fields. This major blends theory in human development, counseling, and social work, with supervised off-campus field experience in a variety of human service settings.

REQUIREMENTS FOR A MAJOR IN HUMAN SERVICES

1. Courses required for General Education Core including Mathematics 214, Sociology 204 and English 221 (46 hours plus 1/2 semester hour of General Studies for each semester enrolled).

2. **Bachelor of Arts in Human Services**
   Successful completion of the intermediate level of French, Greek, Spanish, or other approved language (12 hours).
   OR
   Bachelor of Science in Human Services
   Twelve semester hours of the following courses:
   - Astronomy
   - Biology
   - Business 209, 303, 307, 309 (6 hours maximum)
   - Chemistry
   - Computer Science 101, 201
   - Environmental Studies
   - Physics
   - Mathematics (111 or above)

   These courses must be taken over and above courses taken in the General Education Core and in the major.
3. Required courses in the major (44 hours):
   - Human Development 300, 301, 305, 306
   - Human Services 241, 441
   - Christian Education 201, 401
   - General Education 210
   - Psychology 202, 315, 412, 414
   - Sociology 204*, 205, 311, 415 (*204 may satisfy the general education core requirement)
4. Required courses from other areas (12 hours):
   - English 221, 361 (may satisfy the general education core requirement)
   - Mathematics 214 (may satisfy the general education core requirement)
   - Philosophy 461
5. General Studies plus academic electives to bring total to 126 semester hours.

MINOR IN HUMAN SERVICES (18 hours)

Any six of the following courses:
- Christian Education 401
- Human Development 300, 301, 305, 306
- Psychology 315, 412, 414
- Sociology 205, 415

MATHEMATICS MT

Mr. Davis (Chairperson)

The Bachelor of Arts/Science degree in Mathematics offers the student a great deal of flexibility for further study in mathematics and related fields. Careers in teaching, research, computer science, operations research, statistics, and actuarial analysis are readily available to the mathematics graduate. The problem-solving skills developed in the mathematics major are broadly applicable to areas not commonly associated with mathematics. The ability to express oneself clearly, concisely and precisely learned by the mathematics major is a valuable asset for any job which requires communication with others.

REQUIREMENTS FOR A MAJOR IN MATHEMATICS

Program A: Mathematics

1. Courses required for the General Education Core including Math 203, and Physics 201, 202 (46 hours plus 1/2 semester hour of General Studies for each semester enrolled).
2. **Bachelor of Arts in Mathematics**
   Successful completion of the intermediate level of French or other foreign language approved by the Mathematics Department (12 hours).
   OR
   Bachelor of Science in Mathematics
   Twelve semester hours of any combination of courses in business computer science, mathematics, or the natural sciences. The courses must be taken over and above courses taken in the General Education Core and/or the major (12 hours).
3. Required courses for the major (35 hours):
   Mathematics 203, 204, 205, 301, 311, 341, 401, 420 plus
   9 additional hours at the 300-400 level.
4. Required courses outside the major (13 hours):
   Computer Science 103
   Physics 201, 202
   Philosophy 461
5. General Studies plus academic electives to bring the total to 126 semester hours. Refer to "Requirements for the Baccalaureate Degree."

Program B: Mathematics Education (9-12)

Specialty Area Goals and Objectives:
Content-Specific: From the basis of the integration of faith and learning from an informed Christian perspective, the course of study for the Mathematics

major offers a flexible curriculum that will provide the student with a solid foundation in mathematics and a depth of study in at least one of the areas of algebra, analysis or applied mathematics.

Mathematics, like other subjects in the school curriculum, should satisfy a portion of the need of each individual to possess some control over his destiny. Specifically, the goal of mathematics education is to aid each individual in adjusting more satisfactorily to his physical, mental, and social environment by helping him/her to:

1. Develop a mathematical literacy which will assist him/her in making wise decisions as a producer and/or consumer of products and services;
2. Use the words, symbols, and techniques of mathematics with precision so that he/she will be able to solve problems and to communicate ideas correctly and clearly;
3. Experience the satisfaction of mathematical discovery from which will evolve curiosity, initiative, confidence, and interest in mathematics;
4. Comprehend how mathematics contributes to the analysis of events that occur in the physical world;
5. Understand the contribution of mathematics to man's social, economic, philosophic, and artistic heritage; and
6. Develop patterns of reasoning which will enable him/her, when confronting new situations, to invent mental representations, to formulate abstractions, to put forward hypotheses, to gather evidence, to verify conjectures, to draw inference, and to construct arguments.

Mathematics Education Objectives:
Working toward the goal of the programmatic theme, "The Teacher as Reflective Communicator," the courses and experiences specific to the student's preparation as a teacher of English will engender in the student:

1. a knowledge of the materials, resources (including computers), methods, and strategies for teaching mathematics in the secondary schools, and how to incorporate such knowledge in exceptional and multi-cultural populations;
2. a knowledge of the secondary mathematics curriculum, with particular emphasis on objectives, lesson plans, and unit plans, and on the North Carolina Standard Course of Study; and
3. an integration of theory and practice, and faith and learning; and a commitment to life-long learning.

Program A: B.A. Mathematics

General Education Core Requirements			**47 Semester Hours**
EN	101	English Composition	3 hours
EN	102	English Composition	3 hours

EN	201, 202, 203, 204, or 205		3 hours
BB	101	Survey Old Testament	3 hours
BB	102	Survey NT or 103 Gospels	3 hours
MT	214	Elementary Probability/Statistics	4 hours
PC	201	General Physics I	4 hours
PC	202	General Physics II	4 hours
HS	101	World History I	3 hours
HS	102	World History II	3 hours
PY	202	General Psychology	3 hours
EN	361	Sem. Intercultural Studies	3 hours
PH	201	Philosophy or PH 202 Xian/Sec. World (may take other humanities)	3 hours
EN	221	Principles of Speech	3 hours
PE	145	Physical Fitness	1 hour
PE		Activities	1 hour

Foreign Language — **12 Semester Hours**

(French, Spanish or other as approved)

Mathematics — **36 Semester Hours**

MT	203	Calculus w/Analytic Geometry	4 hours
MT	204	Calculus w/Analytic Geometry II	4 hours
MT	205	Calculus w/Analytic Geometry III	4 hours
MT	301	Linear Algebra	3 hours
MT	311	Number Theory	3 hours
MT	321	Modern Algebra I	3 hours
MT	331	Ordinary Differential Equations	3 hours
MT	351	Foundations of Geometry	3 hours
MT	401	History/Foundations of Mathematics	3 hours
MT	420	Mathematics Seminar	2 hours

Cross-Discipline — **5 Semester Hours**

CS	103	Structured Programming: PASCAL	3 hours
PH	461	Philosophy of Faith/Learning Sem.	2 hours

Teacher Education Concentration — **32 Semester Hours**

(prof. education courses)

ED	102	Field Experience in Ed. I (F)	1 hour
ED	202	Introduction to Teacher Education (F)	1 hour
ED	301	Field Experience in Ed. II (F)	1 hour
ED	302	Field Experience in Ed. III (F)	1 hour
ED	304	Intro. Computers for Educators	2 hours
HD	301	Adolescent Psychology and Development in Modern World	3 hours

ED	341	Educational Psychology	3 hours
ED	321	Communication Skills Content Ar.	3 hours
MT	410	Mathematics Methods (F)	3 hours
ED	*411	General Methods (F)	3 hours
ED	420	Foundations of American Education	3 hours
ED	*465	Seminar (F)	1 hour
ED	*470	Internship: Student Teaching (F)	8 hours

(F=Field experience required)
(*block: Student Teaching Seminar)

Program B: B.S. Mathematics

General Education Core Requirements **47 Semester Hours**

EN	101	English Composition	3 hours
EN	102	English Composition	3 hours
EN	201, 202, 203, 204, or 205		3 hours
BB	101	Survey Old Testament	3 hours
BB	102	Survey NT or 103 Gospels	3 hours
MT	214	Elementary Probability/Statistics	4 hours
PC	201	General Physics I	4 hours
PC	202	General Physics II	4 hours
HS	101	World History I	3 hours
HS	102	World History II	3 hours
PY	202	General Psychology	3 hours
EN	361	Sem. Intercultural Studies	3 hours
PH	201	Philosophy or PH 202 Xian/Sec. World (may take other humanities)	3 hours
EN	221	Principles of Speech	3 hours
PE	145	Physical Fitness	1 hour
PE		Activities	1 hour

Sciences **12 Semester Hours**

(For students who want a B.S. degree): 12 hours: sciences (including biology, chemistry, physical science, physics, computer science programming, and/or math), or 6 hours in quantitative business courses (BS 214, EC 207 and 208) and 6 hours in sciences. Over and above courses in the core and major.

Mathematics **36 Semester Hours**

MT	203	Calculus w/Analytic Geometry	4 hours
MT	204	Calculus w/Analytic Geometry II	4 hours

MT	205	Calculus w/Analytic Geometry III	4 hours
MT	301	Linear Algebra	3 hours
MT	311	Number Theory	3 hours
MT	321	Modern Algebra I	3 hours
MT	331	Ordinary Differential Equations	3 hours
MT	351	Foundations of Geometry	3 hours
MT	401	History/Foundations of Mathematics	3 hours
MT	420	Mathematics Seminar	2 hours

Cross-Discipline **5 Semester Hours**

CS	103	Structured Programming: PASCAL	3 hours
PH	461	Philosophy of Faith/Learning Sem.	2 hours

Teacher Education Concentration **32 Semester Hours**
(prof. education courses)

ED	102	Field Experience in Ed. I (F)	1 hour
ED	202	Introduction to Teacher Education (F)	1 hour
ED	301	Field Experience in Ed. II (F)	1 hour
ED	302	Field Experience in Ed. III (F)	1 hour
ED	304	Intro. Computers for Educators	1 hour
HD	301	Adolescent Psychology and Development in Modern World	3 hours
ED	341	Educational Psychology	3 hours
ED	321	Communication Skills Content Ar.	3 hours
MT	410	Mathematics Methods (F)	3 hours
ED	*411	General Methods (F)	3 hours
ED	420	Foundations of American Education	3 hours
ED	*465	Seminar (F)	1 hour
ED	*470	Internship: Student Teaching (F)	8 hours

(F=Field experience required)
(*block: Student Teaching Seminar)

MINOR IN MATHEMATICS (18 HOURS)

Mathematics 203, 204, 205, plus 6 hours of mathematics at the 300-400 level.

MUSIC **MS**

Dr. Johnson (Chairperson), Dr. Stackhouse

Montreat College offers all students opportunities for musical training and experience. Students are encouraged to develop and share their God-given abilities by participation in musical ensembles, attendance at recitals and concerts, and the taking of classes appropriate to their level of study.

The Bachelor of Music degree is designed for students who wish to prepare for professional careers in music as performers, teachers, church musicians, or composers and arrangers. The purpose of the concentration in Music Business is to prepare students for positions in various areas of the music industry, including management, and the program is interdisciplinary in nature. The curricula leading to this degree are based on a philosophy which recognizes the necessity of rigorous professional training in all aspects of music with correlative and supporting studies in the liberal arts. The peculiar demands of music training are such that students preparing for a career in music must agree to a greater amount of specialization in their undergraduate period. The curricula contains approximately two-thirds music and one-third liberal arts core, is designed to standards issued by the National Association of Music and provides necessary preparation for graduate study in music.

Objectives

A student who completes one of the Music major programs will be able to:

1. Articulate a Biblical philosophy of music.
2. Demonstrate knowledge of music theory and related skills.
3. Exhibit poise and confidence in music performance.
4. Recognize and interpret music literature from various periods, including classical, traditional sacred, and contemporary Christian idioms.
5. Instruct others in music performance.
6. Function effectively as a director of music in a local church.
7. Teach music in a private situation.
8. Demonstrate possession of a foundation in music adequate for further study.

Entrance Requirements

In addition to meeting the entrance requirements of the college, the prospective Music major or Music minor must pass a performance audition. See the *Music Department Handbook* for more information about entrance, scholarship and junior qualifying auditions.

Applied Music

Any student may take private lessons in piano, organ or voice. Non-majors without previous college-level study in music are encouraged to first take one semester in Beginning Piano or Beginning Voice before taking private lessons. Music majors will select their primary area from piano, organ or voice, subject to faculty approval. All performance majors must pass the piano proficiency; piano performance majors normally study voice and organ as the minor instruments (4 hours required).

Ensembles

Because ensemble experience is critical to the growth of musicianship, each music major is required to register for Concert Choir during their first eight semesters of enrollment.

Admission to Junior Standing as Music Major

1. Admission of all new students to major in music, freshmen and transfers, is provisional in nature.
2. Students should make application for admission to junior standing by completing the Declaration of Major and the Junior Qualifying Exam forms after meeting the following requirements:
    a. Completion of four semesters of study in the applied principal.
    b. Passing of the Junior Qualifying Exam in the applied principal (Students who transfer four or more semesters of applied principal study must take the Junior Qualifying Exam after one semester of study at Montreat College).
    c. Completion of at least one year of the music theory sequence, including harmony and ear training.
    d. Completion of a minimum of 18 hours of general education core. The *Music Department Handbook* contains the recommended sequence of courses.
    e. Completion of a minimum of 62 hours of college work, including the hours being attempted in the semester of application.
3. Admission to Junior Standing as a music major will be based on the requirements above and the appropriateness of the curriculum for the student's abilities and experience. The Junior Qualifying Exam checklist may be found in the *Music Department Handbook*. Declaration of Major and Junior Qualifying Exam forms may be obtained from the Office of the Registrar. The Department reserves the right to advise students into other major disciplines as appropriate.

Graduation Requirements

In addition to the requirements for a baccalaureate degree, students majoring in music must fulfill the following requirements:

1. Satisfactory completion of all required courses as listed in the curriculum with a minimum grade of C in all courses taken in the Music Department. A cumulative average of 2.0 will be required for the total hours applied to the major.
2. All performance majors must pass the piano proficiency test; organ and piano performance majors must make a minimum grade of C in each of the required four semesters of voice.

3. A minimum grade of C for each course taken to fulfill requirements for a minor if the student elects to have a minor.
4. Each major must present and pass the Junior Qualifying Exam. Specific requirements are listed in the *Music Department Handbook*.
5. Performance majors must present a half-hour public recital in their junior year, and a one-hour public recital in their senior year.

REQUIREMENTS FOR A MAJOR IN MUSIC

A. Performance Concentration (129 hours)

1. Courses required for the General Education Core, including 6 hours of language and Faith and Learning Seminar (48 hours).

2. Major area performance (12 hours):
   Music 145, 146, 245, 246, 345, 346, 445, 446 - Organ
   Music 141, 142, 241, 242, 341, 342, 441, 442 - Piano
   Music 143, 144, 243, 244, 343, 344, 443, 444 - Voice

3. Major area performance supporting courses (30 hours):

Applied minor	4 hours
Music 303, 304	3 hours
Music 311, 312, 313, 314, 315, 316	4 hours
Music 411, 412, 413, 414, 415, 416	4 hours
Music 100	2 hours
Music elective	3 hours
Ensembles (Music 151)	8 hours

4. Comprehensive supporting courses in Music (47 hours):

Music 113, 114	8 hours
Music 213, 214	8 hours
Music 301	3 hours
Music 302	3 hours
Music 305	3 hours
Music 306	3 hours
Music 317	3 hours
Music 318	3 hours
Music 401	2 hours
Music 402	2 hours
Music 417	3 hours
Music 418	3 hours

B. Music Business Concentration (128 hours)

1. Courses required for the General Education Core, including 6 hours of language and Faith and Learning Seminar (48 hours).

2. Business component (36 hours)

Business 101	3 hours
Business 201	3 hours
Business 202	3 hours
Business 203	3 hours
Business 204	3 hours
Business 205	3 hours
Business 209	3 hours
Business 230	3 hours
Business 303	3 hours
Business 307	3 hours
Business 308	3 hours
Business 309	3 hours

3. Music component (40 hours)

Music 113, 114	8 hours
Music 213, 214	8 hours
Music 151	4 hours
Music 302	3 hours
Music 305	3 hours
Music 306	3 hours
Music 321	3 hours
Music 401	2 hours
Music 441	2 hours
Music 100	4 hours

4. Performance courses (4 hours):
   Voice emphasis (Music 143, 144, 243, 244)
   OR
   Piano emphasis (Music 141, 142, 241, 242)

MINOR IN MUSIC (21 hours)

Courses	Credit Hours
Music 113	4
Music 301	3
Music 302	3
Music 305 or 306	3
Applied Music	4
Concert Choir	4
Total	21

OUTDOOR EDUCATION OE

Mr. Guffey, (Department Coordinator), Mr. Daniel, Dr. Shuman, Mr. Sperry

The Bachelor of Science in Outdoor Education at Montreat College combines elements of both adventure education and environmental education into one unique program of study. Offering a strong emphasis in outdoor skills, leadership training and ecology, students will learn to teach outdoor activities, team building and environmental awareness in the context of a wilderness setting and from a biblical world view. Through discussion-oriented classes and experience in the field, students will be able to design, implement and administer outdoor education programs that are safe, challenging and enjoyable. The Outdoor Education curriculum is designed to give students the skills, knowledge and training necessary to both facilitate personal growth and interpret the natural environment.

The Outdoor Education Degree at Montreat College is distinctively Christian in its orientation. Classes are conducted with frequent reference and application made to one's own personal relationship with Jesus Christ. The program of study is academically rigorous, and students will enjoy broad exposure to the field of outdoor education.

REQUIREMENTS FOR A MAJOR IN OUTDOOR EDUCATION

1. Courses required for the General Education Core including Biology 101, 102, Psychology 202, Philosophy 202, PE 250
   (46 hours plus 1/2 semester hour of General Studies for each semester enrolled).
2. Required courses in the major (51 or 52 hours):
   Outdoor Education 101, 201, 210 or 211 or 212, 213, 280, 304, 305, 306, 340, 400, 404, 441, 462, 490
   Biology 211, 212
   Environmental Studies 206, 301, and EV 305 or OE 310
3. Required courses in selected areas (17 hours):
   Biology 101, 102
   Philosophy 202, 461
   Physical Education 250
   Psychology 202
4. Recommended electives:
   Astronomy 101, 102
   Christian Ministries 303
   English 221
   Environmental Studies 315, 405
   Biology 201

Human Development 301
Outdoor Education 220
Psychology 412

5. General Studies plus academic electives to bring total to 126 semester hours.

REQUIREMENTS FOR A MINOR IN OUTDOOR EDUCATION (20 hours)

Twenty hours of Outdoor Education courses, with at least 6 hours at the 300-400 level. Hours required for the minor must come from the following:

Environmental Studies Courses (8)
EV 206 (4) and any 4 hours from the following:

BL 211-212
BL 201
EV 301
EV 302
EV 305
EV 315
EV 460

Outdoor Education Courses (12)
OE 101 (3) and any 9 hours from the following:

OE 201
OE 208
OE 211, 212, 213
OE 280
OE 305
OE 306
OE 310
OE 340
OE 400
OE 404
OE 460
OE 462

PHYSICAL EDUCATION PE

Mr. Hagan

REQUIREMENTS FOR A MINOR IN PHYSICAL EDUCATION (19 hours)

Health 101, 102	6 hours
Physical Education 111, 201, 302, 303	8 hours
Physical Education 341 or Outdoor Education 300-400 elective	3 hours
Additional Physical Education activity courses	2 hours

Note: To meet degree requirements, a student must successfully complete two semester hours of physical education activity courses, at least one of which must be completed the first year (credit given only once).

SPANISH SP

Mrs. Hilliard

REQUIREMENTS FOR A MINOR IN SPANISH (18 hours)

Eighteen hours of Spanish beyond the 100 level.

REQUIREMENTS FOR ASSOCIATE DEGREES

The requirements for associate degrees are designed to provide breadth in general education and to allow for the amount of specialization necessary in preparation for a major field in junior and senior years. The course programs which follow are representative of those offered by major colleges and universities in the freshman and sophomore years. To earn any of the degrees outlined on these pages, a student should:

1. Earn a minimum of 60 academic hours of credit (not including hours earned in "Institutional Credit only" courses) plus required General Studies and Physical Education for each semester enrolled.
2. Successfully complete all courses listed as basic degree requirements.
3. Present a cumulative "C" (2.0) grade point average on transfer hours accepted and on all work attempted for a degree at Montreat College.
4. Earn a minimum of 24 semester hours at Montreat College.
   Note: A student who leaves Montreat College with less than 64 hours or less than a 2.0 grade point average may enroll in another institution and transfer back a maximum of 12 semester hours toward a degree at Montreat College.
5. Complete the form "Request for Degree" during the registration period for the semester immediately prior to the date the degree is to be granted.
6. Successfully fulfill area knowledge competency requirements (mathematical computation, oral expression, reading, writing, and computer literacy).

Upon successful completion of these requirements, Montreat College will award an associate degree and mail a diploma to the address provided by the student. Normally, associate degree graduates do not participate in commencement ceremonies.

It is each student's responsibility to be sure all degree requirements are met.

A deficiency of more than 12 hours will necessitate the student's return to Montreat if he/she wishes to graduate from the college.

Students are normally subject to the academic requirements stated in the *Catalog* which was current when they registered. A student who leaves the college and is later readmitted must meet the requirements current at the time of readmission.

ASSOCIATE IN ARTS DEGREE

The Associate in Arts (A.A.) degree has the requirement of a foreign language credit or proficiency through the 200 level. All entering students who expect to enroll in a foreign language beyond the elementary level must take a proficiency examination; students demonstrating proficiency through the 102 level may complete their language requirement by taking 6 hours of 200-level courses in that language or by completing satisfactorily twelve semester hours of a different language.

Students presenting two high school units of a foreign language but whose required proficiency examination score does not permit them to enter the 200 level may take the 101-102 level of that language for credit.

Students whose maternal language and whose language of prior instruction is not English, who are successfully meeting the English competency requirement at Montreat College, may have their maternal language substituted for the foreign language requirement for the associate in arts degree. Twelve hours of electives may be substituted; six of these hours must be in the humanities. English 311, Advanced Writing, is strongly suggested as one of these humanities courses.

1. Required courses

Bible and Religion 101	3 hours
Bible and Religion 102 or 103	3 hours
English 101, 102	6 hours
Foreign Language*	12 hours
History 101, 102	6 hours
Mathematics (101 or above)	3 hours
Physical Education Activities	2 hours
General Studies	1/2 hour for each semester enrolled

2. Electives in required areas

Fine Arts	3 hours
Art 101, 102, or Music 101	
Humanities	3 hours
English above 100 level except applied English courses.	

Bible and Religion above 100 level
Music 101, and 200 and above exclusive of applied music courses
Philosophy 201 or 202

Literature	3 hours
English 201, 202, 203, 204, or any 300 level	
Social Science	6 hours
History above 100 level, Economics, Political Science, Psychology, or Sociology	
Natural Science	8 hours
Astronomy, Biology, Chemistry, or Physics	

3. Undesignated electives (7 hours)
   Any academic courses except "Institutional Credit Only" courses

4. Total hours required for A.A. degree
   60 academic hours
   2 hours of Physical Education activities (1 hour first year enrolled)
   62 hours plus 1/2 hour of General Studies for each semester enrolled

**Note: Fewer than 12 hours of language may be required if proficiency is demonstrated, as explained in this section.*

THE ASSOCIATE IN SCIENCE DEGREE

The Associate in Science Degree has no foreign language requirement. As a result of the absence of the language requirement, students pursuing this degree must take more courses in other areas. The Associate in Science Degree consists of the following required and elective courses or their equivalents.

1. Required courses

Bible and Religion 101	3 hours
Bible and Religion 102 or 103	3 hours
English 101, 102	6 hours
History 101, 102	6 hours
Mathematics	
Mathematics 111 or above (3 hours from Computer Science 103 or 210 may be counted toward this requirement.)	6 hours
OR	
Mathematics 141 or above with a grade of at least C	3 hours
Physical Education Activities	2 hours
General Studies	1/2 hour for each semester enrolled

2. Electives in required areas

   Fine Arts — 3 hours
   - Art 101, 102, or Music 101

   Humanities — 3 hours
   - English above 100 level except applied English courses.
   - Bible and Religion above 100 level
   - Music 101, and 200 and above exclusive of applied music courses
   - Philosophy 201 or 202 or a foreign language

   Literature — 3 hours
   - English 201, 202, 203, 204, or any 300 level

   Social Science — 6 hours
   - History above 100 level, Economics, Political Science, Psychology, or Sociology

   Natural Science — 8 hours
   - Astronomy, Biology, Chemistry, or Physics

3. Undesignated electives

   Any academic courses except "Institutional Credit Only" courses.

4. Total hours required for A.S. degree

   60 Academic hours
   2 hours of Physical Education activities (1 hour first year enrolled)
   62 hours plus 1/2 hour of General Studies for each semester enrolled

ADULT EDUCATION

SCHOOL OF PROFESSIONAL AND ADULT STUDIES

The School of Professional and Adult Studies seeks to provide education which is consistently informed by a Christian world view to adult professionals with previous college experience. Program offerings permit working professionals to complete their educational goals while fully involved in their current career. A special feature of this program is that working professionals can integrate their practical knowledge of the work place with interactive classroom instruction and Christian principles. The objectives of the School of Professional and Adult Studies are:

1. To provide a high-quality education leading to professional advancement via a unique delivery system.
2. To promote lifelong learning that combines the practical and theoretical.
3. To provide a value-added education from the perspective of an informed Christian world view.

Programs in the School of Professional and Adult Studies campuses are designed to meet the educational needs of working adults. The adult degree programs began in 1994 in Montreat, North Carolina. Currently, degree programs are offered throughout the Western North Carolina and Charlotte areas and have more than 700 students enrolled.

The program allows adults who want to advance their career opportunities a way to further their education through the Associate in Science degree, Bachelor of Business Administration degree, and Master of Business Administration degree. The programs are delivered in a non-traditional, accelerated format specifically designed for working adults who have work experience.

Faculty members, who are credentialed, working professionals, are carefully selected in order to provide appropriate instruction which integrates theory with practical business experience and Christian principles. Classes meet once a week for four-hour sessions of interactive instruction. Also, students are required to meet once a week in study groups to complete the week's activities for class, including presentations, homework, research, papers, and more.

required to meet once a week in study groups to complete the week's activities for class, including presentations, homework, research, papers, and more. Courses are offered sequentially and course materials (textbooks and modules) are delivered to the classroom. Students stay with their cohort groups throughout the program and build teamwork skills needed for today's workforce.

The undergraduate degrees offer working adult students who already have 60 or more hours of college credit an opportunity to complete their core business courses in approximately 22 months. Other courses of general electives and general education may also be necessary to complete degree requirements. The college will assist students in discovering options for completing all requirements for graduation.

For undergraduate students who do not have 60 semester hours to begin the core business courses, SPAS offers the Associate in Science degree as well as general elective courses in the PLUS program.

The graduate program, Master of Business Administration, is offered for adults who want to earn marketable credentials for the modern business environment.

For more information on the academic programs of the School of Professional and Adult Studies, please request a SPAS Bulletin from the Office of the Dean of Adult Education at 828-667-5044, extension 307 or email iowolabi@montreat.edu.

COURSES OF INSTRUCTION

COURSE NUMBERING SYSTEM AND ABBREVIATIONS

The first digit of the course number generally indicates the level of the course. Courses numbered 010-099 are subcollege level, institutional credit only, and noncredit for graduation courses.

Courses numbered 100 and 200 are open to all students; 300 level are normally open to sophomores, juniors, and seniors; 400 are open to juniors and seniors. However, no student with a cumulative GPA less than 2.00 may enroll in any 300-or 400-level course without the permission of the Vice President and Dean of Academics.

The second digit of the course number is used at the discretion of the college, with the following exceptions for the second digit:

151 indicates a special studies course
161 indicates a seminar
171 indicates an advanced course
181 indicates an independent or directed study course
191 indicates comprehensive examination or senior thesis or project.

The figure in parentheses after the course title tells the credit in semester hours; for example, for 101 English Composition (3), the figure (3) means three semester hours.

The following list of standard abbreviations will be used for the departments:

AR	Art
AS	American Studies
AT	Astronomy
BB	Bible and Religion
BL	Biology
BS	Business
CC	Cross-Cultural Studies
CE	Christian Education

CH	Chemistry
CM	Christian Ministries
CS	Computer Science
ED	Education
EN	English
EV	Environmental Studies
FR	French
GE	General Education
GG	Geography
GR	Greek
HB	Hebrew
HD	Human Development
HL	Health
HS	History
HU	Human Services
MS	Music
MT	Mathematics
OE	Outdoor Education
PC	Physics
PE	Physical Education
PH	Philosophy
PL	Political Science
PY	Psychology
SC	Sociology
SP	Spanish

Note: Courses designated by hyphenated numbers, e.g. 101-102, and by numbers separated by commas, e.g. 101, 102, continue throughout the year. Use of the hyphen indicates that the course must be taken in the listed sequence.

Not every course listed in the *Catalog* will be offered each year. The college will publish each semester a listing of each course to be offered for that semester including the time, location, and professor.

PLUS stands for Program Listing for Undergraduate Courses. *PLUS* courses are general education courses designed specifically for students in the S.P.A.S. program. Enrollment is usually limited to S.P.A.S. students only.

AMERICAN STUDIES AS

401. American Studies. (3): This course is designed to help students to see America through the eyes of the global community, providing insights into and an analysis of the way America is viewed throughout the world. Materials will

include views of America from the literature and the popular culture of other countries as well as personal interviews with internationals.

ART AR

101. Survey of Art I. (3): A survey of painting, sculpture, architecture, and the minor arts of Western and non-Western cultures from ancient times to thirteenth century.
102. Survey of Art II. (3): A survey of painting, sculpture, architecture, and the minor arts of Western and non-Western cultures from thirteenth century to the present.
241. Drawing. (3): A studio course emphasizing the fundamentals of drawing and composition through a variety of tools, materials, and techniques. *Prerequisite: AR 245 or permission of professor.*
242. Painting II. (3): An advanced painting studio course for developing a personal body of work in a specific painting medium. A written documentation will accompany the project.
244. Sculpture. (3): A studio course developing three-dimensional forms through diverse tools and mediums. *Prerequisite: AR 245, AR 241, or permission of professor.*
245. Visual Design. (3): A foundation course presenting the elements and organizational principles of visual design culminating in specific personal solutions.
246. Photography. (3): A studio course utilizing fundamentals of black and white photography with an introduction to digital photography. Students will supply cameras, film, papers, and ancillary equipment. *Prerequisite: AR 245 or permission of professor.*
304. Exhibition. (3): An independent studio course, supervised by the art department, through which the student must prepare and document a final exhibition of personal artwork/research reflecting the student's academic major. *Prerequisites: AR 101 or AR 102, AR 241, AR 244, AR 245, AR 246.*

ASTRONOMY AT

Astronomy 101. The Solar System. (4): This course will explore the historical foundations of astronomy, the laws of Newton and Kepler, the planets and their moons, and the smaller objects in our solar system. Three hours of lecture and two hours of lab per week.
Astronomy 102. Stars and Galaxies. (4): This course will explore the means by which we learn about stars and galaxies. Stellar and galactic life cycles and the origin and structure of the universe will be considered. Three hours of lecture and two hours of lab per week.
Astronomy 111. Astronomy I: A study of the appearance of the sky, the sun, the moon, the planets, interplanetary material, the theory of solar system

formation, and the resolution of conflicts between science and the Bible. *(PLUS course)*

AT 112. Astronomy II: A study of stars and galaxies and the means by which we obtain information about them. Stellar and galactic life cycles will be studied. The nature and origin of the universe and theological implications of such will conclude the course.

BIBLE AND RELIGION BB

101. A Survey of the Old Testament. (3): A study of Hebrew history, faith and literature. Emphasis is given to the origins described in Genesis, the religious significance of the Exodus, the Mosaic Covenant and the major teachings of the prophets. Examination is made of the relationship of God and man and the unfolding plan of redemption. *Required of all students.*

102. A Survey of the New Testament. (3): A study of the content, history, and teachings of the New Testament. Included in the course is introductory material on the theology of the New Testament and origins of the Christian Church.

103. A Survey of the Gospels. (3): This survey includes a treatment of the authorship of the four Gospels and a background study of both the Roman world and Judaism. The course surveys the life and teachings of Jesus Christ based on the four Gospels.

201. Old Testament Theology. (3): An in-depth study of Old Testament themes with a view to their relevance for Christian theology, worship and ethics. These include: God's self-revelation, creation, covenant/kingdom, fall, law, worship, prophecy and hope. The course will include an introduction to proper exegetical, hermeneutical and theological method. *(This course may be taken in lieu of Bible 101 with the permission of the Christian Ministries division chair.) (Offered both in the traditional program and as a S.P.A.S. PLUS course.)*

202. New Testament Theology. (3): An introduction to the major themes of New Testament theology and their specific relevance for Christian theology, worship and ethics. These include: The Kingdom of God, justification, sanctification, Pauline theology, etc. *(This course may be taken in lieu of Bible 102 or 103 with permission of the Christian Ministries division chair.) (Offered both in the traditional program and as a S.P.A.S. PLUS course.)*

203. Orientation to the Bible and Religion Major. (1): An interactive class that orients the student to the Bible and Religion major. The student will develop a plan of study, explore occupational opportunities, be challenged to develop a portfolio, and introduced to the divisional policies, procedures and expectations.

204. Acts and Epistles. (3): This course opens with a survey of the Intertestamental Period and the Roman world as a background for understanding the First Century Church. The course includes a survey of the Acts of the

Apostles. Careful attention is given to the Pauline letters, the General Epistles. Attention is also given to the relevance of the Apostolic Church to the contemporary Christian community. *(Offered alternate years.)*

207/307. English Bible. (1-3): Demonstration of inductive Bible study methods and treatment of a particular book or books of the Old and New Testament based on the English text. Additional work will be required for those seeking upper division credit. May be repeated for credit as the book(s) under consideration change.

211. Christian Doctrine. (3): A basic study of the major doctrines of the Christian faith and their application to contemporary thought and life. Includes studies in revelation, authority, the existence and nature of God, the person and work of Christ, the Holy Spirit, the Church, man, and Christian ethics.

281. Directed Study. (1-3): For Bible and Religion majors and minors desiring to work on topics of special interest in Biblical Studies. The major professor will supervise the study and have a minimum of fiteen contact hours with the student during the semester. The grade for the course will be based on a contract developed by the student and supervising faculty member. This course may be taken only once. *Prerequisite: Permission of the instructor and division chairperson.*

301. Church History. (3): A survey of the Christian movement in history, its beliefs, its institutions, and its worldwide expansion. Special emphasis will be given to historic forms of service and ministry in the world. *Prerequisites: History 101 and 102 and Bible 101 and one from Bible 102 ,103, or permission of the professor. (Same as History 301.) (Offered alternate years.)*

302. Romans. (3): An intensive study of the letter and its setting in Paul's ministry. The course also treats the Biblical theology developed in the letter. *(Offered alternate years.)*

303. Prophetic Literature of the Old Testament. (3): A comprehensive study of the Hebrew prophets interpreted in light of their context. *(Offered alternate years.)*

305. Biblical Interpretation. (3): A study of the history, problems and methods of Biblical interpretation. This course includes a study of Biblical-theological themes of the Old and New Testaments. *(Offered alternate years.)*

306. World Religions. (3): This class will offer a survey of contemporary world religions and will attempt to compare the world view of these religions systems with a biblical world view. The goal would be to equip each student to be able to converse with followers of these religions and to make clear comparisons between their beliefs and a biblical world view. *(Offered both in the traditional program and as a S.P.A.S. PLUS course.)*

308. Apocalyptic Literature. (3): A survey of the history, development and interpretation of Biblical Apocalyptic literature with special emphasis on Daniel and the Revelation of John. *(Offered alternate years.)*

309. American Church History. (3): A chronological examination of the

growth, variety, and spread of Christianity in the U.S.A. Special attention devoted to frontier evangelism denominational movements, Roman Catholic developments, and modern trends. *Prerequisite: History 101, 102, Bible 101, 102, or 103. (Same as History 309.) (Offered alternate years.)*

351. Biblical Studies Abroad. (1-6): Selected Biblical topics or books—authors, historical developments, theological themes, missionary movements—with emphasis on their geographical and cultural settings associated with the Biblical literature. Residence abroad. Normally offered during the summer session. *(Offered upon sufficient demand.)*

401. Seminar in Theology/Philosophy. (3): An in-depth examination of a current theme, individual or movement in theology and/or philosophy. May be repeated as content varies. *(Offered upon sufficient demand.)*

BIOLOGY BL

101, 102. Survey of Biological Principles. (4,4): A general introductory study stressing principles common to all living organisms: their structure, function, basic chemical and physical properties, inheritance, evolution, and ecology. Three hours of lecture and two hours of lab per week. *Prerequisite for Biology 102: Biology 101 or permission of professor.*

201. Vertebrate Zoology. (4): Lectures deal with taxonomy, morphology, ecology, and relationships of principal vertebrate groups. Laboratories treat ecology, population biology identification and morphology, with emphasis on local forms. Three hours of lecture and three hours of lab per week. *Prerequisites: Biology 101, 102.*

211-212. Botany. (2,2): Taxonomy and ecology of indigenous flora with concentration upon vascular plants. An introduction to plant structure, function, and systems will be included. The development of a collection and the use of an herbarium will be integrated into this program's effort to survey the natural surroundings of the college. One and one-half hours lecture, one and one-half hours lab per week. *Prerequisite: Biology 101, 102 or permission of professor.*

310. Plant and Animal Physiology. (4): Study of cellular and organismal physiology with emphasis upon application of systems integration in plants and animals. Physiological principles will be given an application to topics in Environmental/Toxicological issues and concerns. Three hours lecture, three hours lab per week. *Prerequisite: Environmental Studies 206 or permission of professor. (Offered fall semesters of odd-numbered years.)*

401. Molecular, Mendelian and Population Genetics. (3): Molecular, Mendelian and Population principles will be developed with the inclusion of an introduction to modern experimental techniques. The course will also explore the application of Christian values to ethical genetic issues. *Prerequisite: Biology 101, 102 or permission of professor. (Offered spring semesters of even-numbered years.)*

101. Introduction to Business. (3): A survey course designed to inform students of the fundamentals of business with particular attention to the historical and economic foundations of our capitalistic system; the global marketplace; social and legal environments; human resources; marketing; management information systems; and financial management. *(Offered each semester.)*

201. Principles of Accounting I. (3): Proprietary-based treatment of the accounting cycle, financial statements, merchandising, cash receivables, payables, inventories, plant property and equipment, payroll, accepted accounting principles and partnerships. *Corequisite: Business 101. (Offered fall semester only.)*

202. Principles of Accounting II. (3): Corporations, investment, consolidated statements, tax impact on decision, statement analysis, changes in financial position, responsibility account, manufacturing, cost process job order, standard. *Prerequisite: Business 201. (Offered spring semester only.)*

203. Macroeconomics. (3): A study of modern explanations of national income and employment. The course will give special emphasis to the American economy, its production, the interrelationships of households, business, and government, the nature and function of money, monetary and fiscal policy, and public finance. *(Offered fall semester only.)*

204. Microeconomics. (3): A study of price theory and the interplay of supply and demand in competitive markets as a multitude of individual prices, wage rates, profit margins, and rental changes are created. *(Offered spring semester only.)*

205. Managerial Communications. (3): A study of managerial communications designed to assist the student in the uses of visual, oral, and written languages as managerial tools. *Prerequisite: English 101, 102 with a "C" or better. Corequisite: Business 101. (Offered spring semester only.)*

209. Principles of Management. (3): An introductory course to management structured around the basic management functions of planning, organizing, leading, and controlling. The course explores the functions of the management process in for-profit and not-for-profit organizations, large and small. Special topics include: globalization, quality, competitiveness, teamwork, ethics, and entrepreneurship. *Corequisite: Business 101. (Offered spring semester only.)*

210. Principles of Sports Management. (3): An introduction to the sports management industry to include event organization, administration, personnel management, budgeting, contracting services and other related functions. Emphasis is placed on written and communication skills for acquiring entry-level positions in sports management. *Corequisites: Business 209 or permission of professor. (Offered fall semester only.)*

214. Quantitative Methods. (3): Models for decision making for marketing, finance, accounting, production and operations management, parametric and nonparametric statistics. An introduction to simple regression models,

constrained and unconstrained optimization and other techniques. *Prerequisite: Math 214. (Offered fall semester only.)*

230. Principles of Marketing. (3): An introductory study of the marketing process with a background in the elements of the marketing mix, the product distribution structure, the price system, and promotional activities. The importance of customer orientation is stressed. *Corequisite: Business 101. (Offered fall semester only.)*

300. Investments. (3): This course introduces students to the analysis of investments. Focus is trained on the development of the intuition and insights useful to finance practitioners as they deal with innovations that continually emerge in the financial markets. Emphasis remains more on security analysis, and less on technical analysis. *Prerequisites: Business 203, 204, and 214. (Offered fall semester only.)*

301. International Finance. (3): This course seeks to teach students the techniques needed for global financial management. The students learn the basics of the macroeconomic and financial environments within which a multinational firm needs to operate. In addition, the students are exposed to the techniques of financial management peculiar to a multinational. A fair amount of emphasis is placed on foreign exchange management. *Prerequisites: Business 203, 204, and 214. (Offered fall semester of even years only.)*

303. Human Resource Management. (3): A course exploring the management of human resources to help companies meet competitive challenges. Included are discussions of global, quality, social and technological challenges facing U.S. businesses and the role of HRM. Current best practices and research on motivating, training, and supporting people will be examined. *Prerequisite: Business 209. (Offered fall semester during odd years only.)*

304. Labor-Management Relations. (3): A study of the history and development of labor relations, the structure of union organizations and the process of collective bargaining negotiations and contract administration. With declining union membership over the last ten years, special emphasis is placed on employee relations in nonunion organizations. Contemporary issues include public sector labor relations and international labor relations. *Prerequisite: Business 101; Corequisite: Business 209 or permission of professor. (Offered fall semester during even years only.)*

306. Corporate Finance. (3): Study of financial functions of a business enterprise conducted from the standpoint of the financial manager. Emphasis on analysis, planning and control, working capital management, capital budgeting, long-term financing, financial structure and valuation, and required rate of return. *Prerequisites: Business 202, Business 214. (Offered spring semester only.)*

307. Organizational Behavior. (3): This course examines the development and maintenance of organization effectiveness in terms of environmental effects, improving motivation, behavior modification, systems aspects,

communications, structure, and the dynamics of problem solving, goal setting, team building, conflict resolution, and leadership. *Prerequisite: Business 209. (Offered fall semester during odd years only.)*

308. Servant Leadership. (3): A study of the notion of "servant leadership" and its applicability in today's business environment. Students will examine the leadership characteristics and strategies of the Great Teacher, Jesus Christ, and compare them to historical and current models for leadership including Nehemiah, Gandhi, Greenleaf, Deming, Covey and others. *Prerequisite: Business 101; Corequisite: Business 209 or permission of professor. (Offered spring semester during even years only.)*

309. Business Ethics. (3): This course will include an analysis of business policies and practices with respect to their social impact, patterns of governmental regulation, political activities of trade association and other special interest groups, the relationship between public policy and the growth of corporate enterprise, and the social responsibilities of business managers. *Prerequisite: Business 101. (Offered fall semester only.)*

310. Total Quality Management. (3): An overview of the philosophy and tools of total quality management beginning with a study of Dr. W. Edwards Deming's Theory of Profound Knowledge. Students will be actively involved in team-building exercises employing statistical tools and techniques for innovation while solving real-world productivity problems. *Corequisite: Math 214 or permission of professor. (Offered fall semester during even years only.)*

311. Business Law. (3): An introduction to the fundamentals of business law to familiarize students with the language, elementary principles, and methodology of the legal system. Primary emphasis is placed on the areas of contracts, agency and employment and personal property. *Prerequisite: Business 101. (Offered spring semester only.)*

313. Production/Operations Management. (3): A study of the management of the production functions of a manufacturing business to include world-class production theory. The course will include the study of forecasting, location analysis, allocating resources, designing products and services, scheduling activities, and assuring quality of outputs. *Prerequisite: Math 214; Corequisite: Business 214. (Offered spring semester during even years only.)*

314. Advanced Business Law. (3): A continuation of Business 311 with an introduction to the international legal environment and coverage of international transactions, commercial paper, antitrust and the Uniform Commercial Code. Course objectives include aiding students in becoming aware of special legal problems of business and assisting students in gaining a background for the CPA examinations. *Prerequisite: Business 311.*

315. Intermediate Accounting I. (3): Financial accounting theory and practice underlying the accounting process. Topics emphasized include asset and liability accounts, the related income measurement, valuation, and reporting problems associated with these accounts. Three hours of lecture with

two hours of lab. *Corequisite: Business 202. (Offered fall semester during odd years only.)*

316. Intermediate Accounting II. (4): A continuation of Intermediate Accounting I. Topics emphasized include analysis of stockholders' equity accounts, income determination problems, changes in accounting methods and estimates, fund statement, statement analysis, and special problems. *Prerequisite: Business 315. (Offered spring semester during even years only.)*

317. Cost Accounting. (3): Introduction to cost accounting, definitions and objectives. Topics emphasized include cost-volume profit relationships, job order accounting, budgeting, systems design and human motivation, flexible budgets, standard costs, contribution approach to decision, cost allocation, joint product and by-product costing, process costing. *Prerequisite: Business 202; Corequisite: Business 214. (Offered spring semester during even years only.)*

318. Accounting Information Systems. (3): An in-depth treatment of internal control and related accounting procedures, authorization and documentation, flow charting and scheduling. Design of accounting systems to provide information of financial reports and to meet legal requirements for adequacy of accounting record and internal controls. Development of skill and expertise required for the study of contemporary accounting systems and internal auditing. *Prerequisites: Business 202 and Computer Science 201. (Offered fall semester during even years only.)*

320. International Business. (3): A study of the approach to doing business in other nations and cultures. The influences of political systems, competition, economic systems, social, legal, and technology environments on the main business functions (marketing, production, finance) and business effectiveness will be examined. *Corequisite: Business 203. (Offered fall semester during odd years only.)*

322. Financial Institutions. (3): The objective of this course is to investigate the ways in which managers of banks, S&Ls, credit unions, mutual funds, insurance companies, pension funds, and other financial institutions can enhance returns while controlling risk. The course analyzes the risks these managers face, and studies the methods and markets through which those risks are managed. Interest rate risk, market risk, credit risk, foreign exchange risk, and liquidity risk are discussed in detail. The use of diversification and derivative instruments in risk management are studied. *Prerequisites: Business 203, 204, and 214. (Offered spring semesters only.)*

324. Intermediate Macroeconomics. (3): This course provides an in-depth coverage of business cycles, stabilization policy, growth, interest rates and inflation. Insights from the monetarist, rational expectations, and Neo-Keynesian schools are incorporated into an analysis of modern macroeconomic issues. Not only does the course study the nature and causes of economic fluctuations, the implications of these fluctuations for the practice of financial management are also stressed. For example, the use of economic indicators in the process of evaluating investments is discussed in some detail. *Prerequisites: Business 203, 024, and 214. (Offered spring semester of odd years only.)*

326. Econometrics: Modeling and Forecasting. (3): This course introduces the students to the classical regression model. In addition, it places considerable emphasis on methods of forecasting. Regression techniques are applied to cross-sectional, time series, and pooled cross-sactional/time series data. The course builds on topics intoduced in the Quantitative Methods (BS 214) class. *Prerequisites: Business 203, 204, and 214. May be substituted with BS 328. (Offered fall semeser of odd years only.)*

328. The Structure of American Industry. (3): This is essentially an applied intermediate microeconomics course. It considers the methods of obtaining rents within the monopolistic competition, the course stresses strategies that obtain rents and stave off competition within the industry. The student gains insights into firm behavior, and uses those insights to analyze current antitrust and regulatory issues. Specific U.S. industries are studied—Automobiles, Computers, Crude Oil & Petroleum Refining, Pharmaceuticals, Semiconductors, Steel, and Telecommunications. *Prerequisites: Business 203, 204, and 214. May be substituted with BS 326. (Offered fall semester of odd years only.)*

330. Short-Term Financial Management. (3): This course introduces the student to the managment of the firm's cash cycle. The student learns the fundamentals of liquidity management. Topics include inventory management, accounts receivable management, cash management, and accounts payables management. The student is required to make extensive use of spreadsheet programs to construct detailed cash budgets. Issues relating to cash concentration, collections, credit terms, and banking relationships are addressed in detail. *Prerequisites: Business 203, 204, and 214. (Offered spring semester of even years only.)*

331. Sales Administration. (3): A course on the professional, ethical, needs-based, non-manipulative, low-pressure, consultative approach to sales. Theories of selling, communicating, time management, and the relationship of sales to marketing and promotion are covered. Ethical business issues are examined in simulated selling situations. *Corequisite: Business 230. (Offered spring semester during even years only.)*

332. Direct Marketing. (3): A course in understanding and organizing the process of management decision making and activities required to plan and implement direct marketing programs. Emphasis is placed on the scope of direct marketing and the nature of what direct marketers do. Critical direct marketing concepts, applications and cases will be utilized in relating a wide range of consumer, and business-to-business direct marketing efforts for both products and services. *Prerequisite: Business 230. (Offered spring semester during odd years only)*

335. Retailing Management. (3): This course employs a balance between a descriptive and conceptual approach for understanding the retailing industry and the decisions made by retailers. Types of retailers, trends in retailing, needs of customers, and factors affecting store and merchandising choices

will be examined. Extensive case analysis and actual retailer comparisons will complement the classroom discussion. *Corequisites: Business 209, 230. (Offered fall semester during even years only.)*

336. Principles of Advertising. (3): An overview of the non-selling methods of promotion to include advertising, sales promotion and public relations. Primary emphasis on the field of advertising to include a review of the history and economics of advertising, research, copy, layout, production, budgeting, and advertising organization. *Corequisite: Business 230. (Offered fall semester during even years only.)*

337. Seminar in Sports Marketing. (3): Corporations, associations, and a multitude of other organizations are increasingly turning to sporting events to win marketing, human resource development, and public relations contests. This course examines the planning, imagination, and management skills required to achieve the excitement, communications, and excellent hospitality involved in making a sport event a success. *Corequisite: Business 230. (Offered spring semester during odd years only.)*

338. Marketing Research. (3): A study of the role of research in marketing decisions. Special emphasis on data gathering, compilation, analysis, and interpretation including the writing and analysis of surveys. Students will work on business problems with actual companies or evaluate new product concepts. *Corequisite: Business 230. (Offered spring semester during even years only.)*

402. Management of Not-for-Profit Organizations. (3): A practical course designed to familiarize the student with the unique management challenges of not-for-profits to include accounting and financial controls, bylaws, boards of directors, program planning, fund-raising, staffing, and community relations. Case studies of mission organizations, church administration, para-church organizations, and other non-profits are examined. *Corequisites: Business 202, 209. (Offered spring semester during odd years only.)*

405. International Marketing. (3): An in-depth study of the operational and cross-cultural aspects of international marketing to include the nature of competition, developmental structures and channels, price and credit policies, promotional challenges, research, product trade barriers and other international arrangements. The international competitive position of the United States is discussed and evaluated. *Corequisites: Business 230, 320. (Offered spring semester during odd years only.)*

406. Small Business Management. (3): A practical course designed to familiarize the student with the application of managerial responsibilities that are uniquely critical to small businesses including entrepreneurship, location analysis, forms of ownership, financing alternatives, accounting practices, marketing and advertising techniques and inventory control. *Prerequisite: Business 209. (Offered spring semester during odd years only.)*

417. Taxation. (3): Concepts and methods of determining federal income tax liability for individuals. Topics emphasized include personal deduction,

tax credits, capital gain and loss provisions, accounting methods, research methodology and individual tax planning. *Prerequisite: Business 202. (Offered spring semester during odd years only.)*

418. Auditing. (3): Auditing standards, types of services, analysis of reports, legal responsibility, internal control SEC requirements. Theory and practice are stressed. *Prerequisite: Business 316. (Offered spring semester during odd years only.)*

423. Sport Facility and Design. (3): A course designed to teach the student a step-by-step process from visioning to selection of a building committee, working with architects, fund raising, equipment selection, space allocation, campus size, budgeting and other planning and design functions. *Corequisites: Business 210, 337 or permission of professor. (Offered spring semester during even years only.)*

435. Consumer Behavior. (3): This course stresses the understanding of consumer behavior in developing marketing strategy. Opportunites are provided for the analysis of advertising's objective, target audience, and the underlying bahavioral assumptions. Students will apply consumer behavior knowledge to social and regulatory issues as well as to business and personal issues. *Prerequisite BS230. (Offered fall semester during odd years only.)*

437. Marketing Management. (3): An integrated course in marketing, systematically oriented with emphasis on the marketing mix, the formulation of competitive strategies, and special attention to the control function, market analysis, marketing information, and sales forecasting. Case analysis and simulation is stressed. *Corequisite: Business 338. (Offered fall semester during odd years only.)*

441. Internship. (3): Supervised internship provides the student with the opportunity to integrate classroom instruction with on-the-job learning in an area associated with their concentration. *Prerequisites: 12 hours of Business course work.* No more than six hours may be counted toward the degree. *(Offered each semester.)*

462. Business Strategy and Policy. (3): A case study and/or simulation approach designed to integrate the areas of marketing, management, accounting, finance, and economics. A capstone endeavor in which techniques from all functional areas are brought to bear on contemporary and future business problems. *Prerequisite: Senior standing in Business. (Offered spring semester only.)*

CHEMISTRY CH

201-202. Environmental Inorganic Chemistry. (4,4): Introduction to Chemistry for the science major. Topics to be considered will include atomic and molecular structure, nomenclature, chemical bonding, stoichiometry, properties of gases, oxidation-reduction, electrochemistry, chemical equilibria and an introduction to nuclear and organic chemistry with an environmental application. The laboratories will concentrate on chemical experimentation with qualitative and quantitative inorganic analysis. Three hours of lecture

and three hours of laboratory per week. *Prerequisite: two years of high school algebra or permission of professor.*

320-321. Organic Chemistry. (4,4): The structure, nomenclature, stereochemistry, energy relations, and reaction mechanisms of major classes of organic compounds are studied in application to biological, toxicological, and environmental topics. Lecture and laboratory will include the utilization of spectroscopy data to identify compounds. The laboratory will emphasize experimental techniques of synthesis, isolation, and identification of compounds. Three hours lecture, four hours lab per week. *Prerequisites: Chemistry 201, 202 or permission of professor. (Offered even-numbered years.)*

CHRISTIAN EDUCATION CE

201. Foundations of Christian Education. (3): Introduction to the principles of Christian education in contemporary society. Survey of current theories of child and family development, as they apply to moral development and the Christian education of the family. Particular attention is placed on Biblical foundations of Christian education, local church, and the educator as an agent of change. *Prerequisites: Bible 101 and one from Bible 102, 103.*

401. Faith Development. (3): This course will emphasize how the needs and developmental stages of individuals impact faith development. Particular attention will be given to the influence of the home and family on faith development. *Prerequisites: Christian Education 201 or permission of the professor.*

402. Facilitating Education for Older Adults. (3): This course in educational gerontology will study androgogical perspectives on teaching the older adult.

403. The Teaching and Learning Process. (3): A study of the nature of the learner, the learning process, and the teacher in the teaching/learning process. Particular attention will be given to methods of designing, planning, organizing, and interpreting the learning environment in order to facilitate an enriching educational experience.

461. Ministry to the Older Adult. (3): This seminar in gerontology assists the student in developing a project/program based upon previous gerontology courses. The student will be taught how to organize, develop, provide, and maintain programs for the older community from an androgogical perspective. *Prerequisites: Christian Education 402 and Human Development 306.*

CHRISTIAN MINISTRIES CM

201. Introduction to Christian Ministries. (2): A general introduction to ministry with children, adolescents, and young adults focusing on the programs offered by various church and para-church organizations to address their needs.

281. Directed Study. (1-3): For Bible and Religion majors and minors desiring to work on topics of special interest in the selected area of concentra-

tion. The major professor will supervise the study and have a minimum of fifteen contact hours with the student during the semester. The grade for the course will be based on a contract developed by the student and supervising faculty member. This course may be taken only once. *Prerequisite: Permission of the instructor and division chairperson.*

301. Foundations and History of Christian Ministries. (3): A course in Biblical foundations and history of Christian ministries: overseas, local congregational, interdenominational, with the structure, purpose and methodology of each.

302. Organizational Leadership and Management. (3): Includes the recruitment of the laity and retention of their participation, formal and informal leadership training, time management, committee leadership, and conflict management. *(Offered alternate years.)*

303. Life Style Evangelism and Discipleship. (3): This course includes different techniques of Bible teaching to all age groups, organizing Bible study groups, evangelism and discipleship. Particular attention will be given to working with youth. *(Offered alternate years.)*

401. Components of Youth and Campus Programs. (3): This course includes the use of media and the planning of retreats, programs and other activities.

402. Ministry to Children. (3): A survey of the spiritual, mental, emotional, and social needs of the child and an examination of the church's and para-church's role in addressing these needs. Issues related to schooling choices, curriculum, educational methods and strategies, and administration of the programs for children will be examined.

403. Contemporary Youth Culture. (3): An examination of the major institutions affecting young people as well as the culture's tendency to manipulate adolescents. Special attention will be given to analyzing and critiquing current understandings of family, media, school, and peer relationships among adolescents.

481. Directed Study and Research. (3): For majors in Bible and Religion desiring work on topics of special interest in the major field. The major professor will supervise the study and have a minimum of fifteen contact hours with the student during the semester. A research paper will be required in the course. The course may be taken only once. *Prerequisite: Open to juniors who have completed twelve hours of course work at the 300 level or above and have received permission from the major professor and division chairman.*

COMPUTER SCIENCE CS

101. Introduction to Computer Science. (3): An introductory computer course which examines current trends and applications in computer utilization, hardware and software. In addition, the social implications of computers are

addressed. Hands-on experience includes some programming in a computer language. *(Offered each semester.)*

103. Business Programming. (3): A course using the PASCAL programming language which is commonly implemented on microcomputers. Fundamental concepts of data processing are illustrated as well as the more advanced topics of file manipulation and dynamic data structures. *Prerequisite: Computer Science 101 or permission of professor. (Offered on demand.)*

201. Computer Business Applications. (3): Introduction to computer applications and associated hardware and software. Word processing, data management and spreadsheet software packages are studied. Involves extensive hands-on experience. *Prerequisite: CS 101 Introduction to Computer Science or pass Computer Competency. (Offered spring semester during odd years only.)*

202. Management Information Systems. (3): A course introducing the student to the basic concepts of management information systems in larger organizational settings. Through lectures and case studies, these concepts are related to business, nonprofit organizations, industry, and governmental implementations with special emphasis on decision support systems (DSS). *Prerequisite: CS 201 Computer Business Applications. (Offered fall semester during even years only.)*

205. Introduction to Java Programming. (3): This course is designed for students with little or no programming experience who want to learn the Java language. The first part of the course will view Java from a basic programming perspective—basic language syntax, language semantics, classes, templates, inheritance and libraries. The course will then quickly progress to a series of lab-based programming assignments. Students will locate and download a Java complier/interpreter from the WWW, develop a series of increasingly complex applets, construct a web page, program objects with motion and design an interactive web page.

210. Business Programming: COBOL. (3): A course using the COBOL programming language commonly used on contemporary business computer systems. The writing, running and debugging of programs and their related files in relation to business applications is emphasized. *Prerequisite: Computer Science 101 or permission of professor. (Offered on demand.)*

310. Database Programming. (3): A course introducing the student to the logic, design, implementation and accessing of organizational databases as contrasted to older conventional data file techniques introduced in COBOL programming. Particular emphasis is placed on relational database management which focuses on the logical nature of databases. Popular microcomputer-based database programs will be utilized. *Prerequisite: Computer Science 210. (Offered fall semester during odd years only.)*

330. Programming: Visual Basic. (3): This course in programming emphasizes software development in the Windows environment. Students will create programs in a Graphical User Interface (GUI) environment including

client-server applications and front-end applications using database information (such as databases constructed in CS 310, Database Programming). *Prerequisite: Database Programming CS 310. (Offered during spring semester of even years only.)*

360. Systems Analysis and Design. (3): A course emphasizing the planning, development and implementation of data processing systems on microcomputers and their operating systems. Emphasis will be placed on the systems development life cycle, systems documentation and the transition from systems analysis to design. *Prerequisite Computer Science 201 or permission of professor. (Offered fall semester during even years only.)*

410. Advanced Systems Analysis and Design. (3): A continuation of Computer Science 360. Emphasis will be placed on systems design and implementation of information systems. Projects, including software development, will be assigned for different types of organizations (public and private). *Prerequisite: Computer Science 360. (Offered spring semester during odd years only.)*

420. Telecommunications and Networks. (3): This course provides an in-depth knowledge of data communications and networking requirements including telecommunications technologies, hardware and software. Emphasis is upon the analysis and design of networking applications in business. Management of telecommunications networks, cost-benefit analysis and evaluation of connectivity options is also covered. *Prerequisite: Management Information Systems 202.*

430. Lotus Notes. An introduction to electronic group dynamics using Lotus Notes, a popular Windows groupware program.

440. Internets and Intranets. (3): This course explores the global impact of the World Wide Web on business. Intranets are used within a company; Internets are designed for interaction outside of a company. Sample company page will be designed using popular Web tools such as Microsoft Front Page and Microsoft Internet Explorer. *(First offered fall semester 2000.)*

451. Special Studies in Information Systems. (3): This course will cover specific areas of interest in the subject of information systems not presently taught in other courses. Students will select a topic/topics relevant to their major and approved by the professor. The topics may include but are not limited to data communications, advanced systems analysis, microcomputers, advanced business software and software for educators. *Prerequisites: Computer Science 101 and Computer Science 201. (Offered on demand.)*

CROSS-CULTURAL SERVICE CC

201. Comparative Cultures. (3): Designed to help the student gain a basic knowledge of the concepts and methods needed to compare and understand different cultures and/or subcultures. Instructional methods include on-site participant observation, interviews, case studies, and readings. This course is recommended for non-cultural studies majors. *(Offered upon sufficient demand.)*

241. Cross-Cultural Learning Experience. (1-3): This course calls for short-term immersion into a different culture. This particular culture may lie outside the United States or it may be one within the United States whose thought and behavioral patterns are significantly different from the student's own culture. Emphasis will be placed on community building and evangelism as expressions of God's incarnational love for the world. This course is used to fulfill the required cross-cultural learning experience for a Bible and Religion major. *Grading: Superior, Pass, Fail.*

301. Foundations of Cross-Cultural Ministry. (3): An introduction to the study of cross-cultural ministry. This course will examine the biblical theology of cross-cultural ministry, historical perspectives on the expansion of the Christian movement, modern movements in missions, and the strategy and components of cross-cultural work being employed today.

402. Cultural Anthropology. (3): Using selected national cultures, this course teaches methods of analysis and understanding of any culture for the purpose of equipping the student to make an effective presentation of the Christian Gospel. *(Offered alternate years.)*

403. Cross-Cultural Communication. (3): A technical study of communication across lines of cultural and language differences. *(Offered alternate years.)*

481. Directed Study and Research. (3): For majors in Bible and Religion desiring work on topics of special interest in the major field. The major professor will supervise the study and have a minimum of fifteen contact hours with the student during the semester. A research paper will be required in the course. The course may be taken only once. *Prerequisite: Open to juniors who have completed 12 hours of course work at the 300 level or above and have received permission from the major professor and division chair.*

TEACHER EDUCATION ED

102. Field Experience in Education I. (1): Course emphasis on local public-school observations and discussions of those observations in class. Observations will be on the grade level and in the subject area of the student's interest and based on a broad range of important educational factors, including cultural diversity, classroom management, and exceptional students. One hour of class; one hour of field experience per week. *Prerequisite: Permission of Director of Teacher Education.*

202. Introduction to Teacher Education. (1): Course emphasis on Montreat's teacher education program: the conceptual framework's theme, "The Teacher as Reflective Communicator"; on the policies, procedures, and programmatic idiosyncrasies of teacher education at Montreat College, and on observations in and discussions of private schools. Designed specifically for students going into teacher education programs at Montreat College. One hour of class; one hour of field experience per week. *Prerequisite: Permission of Director of Teacher Education.*

301. Field Experience in Education II. (1): Course emphasis on public school observations and discussions of those observations in class. Students will tutor public-school students one-on-one in communication skills. Two hours per week of field experiences. *Prerequisite: Formal admission into the teacher education curriculum or permission of professor.*

302. Field Experience in Education III. (1): Course emphasis on several lessons to small groups and one lesson to a large group of students in the school of the student's interest. *Prerequisite: Formal admission (full or provisional) into the teacher education curriculum.*

304. Computers for Educators. (3): General and content-area applications of computers for education students, augmenting overall facility with computers, computer terminology, ethical issues, and instructional uses, including Computer Assisted Instruction (CAI), Computer Managed Instruction (CMI), and Authoring Programs. Using the Internet is stressed, particularly use of primary source materials, especially the Library of Congress.

321. Communication Skills in the Content Areas. (3): A study of the interrelated processes of listening, speaking, reading, writing, and viewing, with particular emphasis on reading/writing and speaking/writing connections and the teaching of reading and writing processes. Language-learning differences among exceptional and minority students explored. *(Offered odd numbered years in the fall.) Prerequisite: Formal admission into the teacher education curriculum. (Field experience option.)*

341. Educational Psychology. (3): A study of the psychological principles and theories that underlie effective educational practices. Attention is given to developmental processes, individual differences and motivation, learning theory, measurement and evaluation, and teacher behavior, including the formulation of objectives. *Prerequisite: Formal admission into the teacher education curriculum. (Field experience option.)*

345. Statistics in Education and the Social Sciences. (2): Design of educational evaluation; analysis of data, descriptive and inferential statitics, interpretation of results. *Prerequisite: MT 214.*

370 (6). Student Teaching: Elementary School: Student teachers participate in the work and duties of the school that are generally expected of the classroom teacher. Student teachers will be supervised by a public school teacher as well as a college coordinator.

411. General Methods. (3): Study of three teaching strategies: presentation, questioning, and induction. Emphasis on micro-teaching: each student prepares and performs short, videotaped, in-class "teaches" in each of the three teaching modes. Students will study: (1) organizing and managing learning, (2) evaluating the effectiveness of instructional methods and evaluation, (3) selection of media, and (4) utilizing community resources. *Prerequisite: Formal admission into the student teaching professional/block semester. (Field experience.)*

420. Foundations of American Education. (3): A study of the profession of teaching, including historical, social, spiritual, and philosophical foundations of American education, and emphasizing the major goals, trends, and issues in education, including dealing with differentness. *Prerequisite: Formal admission into the Teacher Education curriculum. (Field experience option.)*

442. Classroom Management and Teaching Exceptionalities. (3): Study of teaching behaviors and strategies for classroom management that result in a minimum of behavior problems and sound instructional planning. Included are effective measurement and evaluation principles, strategies, characteristics, definitions, educational problems and appropriate educational programs for the exceptional programs for the exceptional children in schools. *Prerequisite: Formal admission into the teacher education curriculum.*

465. Seminar. (1): The course focuses on the integration of theoretical with practical knowledge and experience, with emphasis on major issues in education, classroom management, multicultural perspectives, exceptional children, and becoming a lifelong learner through association with professional organizations. *Prerequisite: Formal admission into the student teaching professional/block semester. (Field experience.)*

470. Student Teaching. (8): A specifically planned ten-week student teaching experience. *Prerequisite: Formal admission into the student teaching professional/ block semester.*

481. Special Topics. (3): Topics determined by the education faculty. Course provides students and faculty with an opportunity to participate in directed study and the research of current educational issues. *Prerequisite: Permission of Director of Teacher Education.*

ELEMENTARY EDUCATION EE

322. Teaching Mathematics. (4): A laboratory-centered course for implementing strategies of instruction in computation and concepts of number, geometry and measurement. Experiences with instructional materials, technology tools, curriculums and current research are provided. Prerequisite: *Formal admission into the elementary education curriculum.*

335. Teaching Phonics and Reading. (3): A laboratory-centered course planned for the mastering of skills necessary to implement the principles, procedures, organization and current practices in the elementary phonics reading and language arts program. Materials and methods of instructional research-based practice are provided. *Prerequisite: Formal admission into the elementary education curriculum.*

337. Teaching Art and Music. (3): Designed to prepare the classroom elementary teacher to meet the needs of the music and art program in the "self-contained" classroom. Fundamentals of music and art are taught along with procedures for selecting and teaching the material to be used in aiding

the musical and artistic growth of the developing child. *Prerequisite: Formal admission into the elementary education curriculum.*

341. Teaching Science. (3): Organization of instruction in elementary school science including research-based methods, evaluation, materials, strategies, and current practices. *Prerequisite: Formal admission into the elementary education curriculum.*

431. Multimedia and the Internet in the Content Areas. (3): A technology-centered course planned for study of instructional programs in the content areas; objectives including but not limited to Library of Congress primary resource application; materials; techniques; current research; and their application in public school setting. *Prerequisite: Permission of professor.*

444. Integrating Social Studies and the Internet. (3): A technology-centered course planned for the study of instructional programs in social sciences; objectives including but not limited to Library of Congress primary resource application; materials; techniques; current research; and their application in the public school setting.

450. Educational Program for Kindergarten Children. (3): Studied are the historical background, organization of physical facilities for kindergarten, developmental tasks of the young child and his relationship to learning, and parent-teacher relationships. An emphasis is placed on the philosophy, content, facilities, instructional materials and activities appropriate for the kindergarten classroom. Designed to give teachers greater depth in understanding the principles of kindergarten education by exploring the development of process and research substantiating current practice. Emphasis on the integration and organization of techniques for instruction relating to language arts, social sciences, science, mathematics, health, safety, and physical education; problems relating to reading readiness perception and cognition. Concurrent laboratory experience. *Prerequisite: Formal admission into the elementary education curriculum.*

ENGLISH EN

English 101 and 102 are required for graduation from the college and for admission into English courses at or above the 200 level with the following exceptions: English 221, 222, 227, 231, 232, 235, 327, 331, 332.

Theater workshop courses (English 231, 232, 331, 332, 431, and 432) may be taken or repeated in any combination to total six hours. Students may be enrolled in only one of these six courses per semester.

Journalism workshop courses (English 227, 235, 327, and 337) may be taken or repeated in any combination to total five hours. Students may be enrolled in only one of these four courses per semester.

101. English Composition. (3): A course in the composing process emphasizing pre-writing, writing, and revision and closely supervised practice in reading and writing essays. Students will be taught that writing is a way of learning as well as a communication skill.

102. English Composition. (3): A continuation of English 101. Research techniques and the writing of a research paper are included, in addition to continued practice in expository writing. *Prerequisite: English 101.*

172. Advanced English Composition. (3): A course in advanced English composition designed to challenge students to wider and more significant reading in great literature, to deeper understanding of important issues in human life, and to practice in both oral and written expression. Students who complete this course with a satisfactory grade will fulfill the English 101-102 requirement and the institutional writing competency. *Enrollment only by invitation of the English Department.*

201. Survey of English Literature I. (3): A survey of English literature before the Romantic Period. Major emphasis upon the masterpieces.

202. Survey of English Literature II. (3): A survey of English literature from the Romantic Period to the present.

203, 204. World Literature. (3,3): An examination of thematic concepts reflected in the literature of our Western heritage. In addition, 203 includes an introductory survey of world mythology and 204 includes works by authors from areas such as Africa, Asia, Eastern Europe and Latin America.

205. Introduction to Creative Writing. (3): For those interested in learning about the composition of imaginative literature, with particular emphasis on the short story and poetry. Includes close reading of literary texts and the generation and presentation of student writings.

209. Children's Literature I. (3): General critical and historical survey of traditional and contemporary writing for children; picture books, folk literature, modern fantasy, poetry, modern fiction, historical fiction, and multicultural literature. Techniques of storytelling, interpretation, and selection according to literary elements and child development needs. *Prerequisite: Permission of Director of Elementary Education.*

221. Principles of Speech. (3): A course in the preparation and delivery of original speeches, instruction in extemporaneous speaking and forensic debate. Other topics may include illustrated lectures, storytelling, stand-up comedy and British Union debate.

222. Oral Interpretation. (3): Designed to improve voice, diction and the ability to read orally. Emphasizes the understanding and appreciation of poetic prose and dramatic selections. Additional topics may include dialects and accents; broadcast announcing and radio drama; reading for books on tape.

224. Literary Workshop. (1): A laboratory class for the editor-in-chief and assistant editors of the campus literary magazine. May be taken for credit each semester for up to 4 semester hours.

227. Introduction to Journalism. (1): A workshop course which will familiarize students with the basics of newspaper writing and distribution through regular publication of a campus newspaper. *Prerequisite: Permission of professor.*

231. Introduction to Acting. (1): A studio course designed to familiarize students with the basics of oral interpretation, stage movement and rehearsal strategies. Students will perform in a one-act play or in a minor role of a mainstage production. *Prerequisite: Successful audition.*

232. Introduction to Stagecraft. (1): A studio course designed to familiarize students with the basic skills of one or more of the following stage technologies: lighting, sound, makeup, costume, set construction, and publicity. *Prerequisite: Permission of professor.*

235. Graphic and Photojournalism. (1): A workshop for newspaper photographers and cartoonists/illustrators. Students will make regular assigned submissions of photographs and/or artwork for publication in a campus newspaper. *Prerequisite: Permission of professor.*

251. The Christian World of C.S. Lewis: A study of C.S. Lewis' important, imaginative and analytical works reflecting his Christian world view. As one of this century's most prolific and influential Christian writers, Lewis' work is a treasure trove for those seeking to learn how to think deeply and Christianity. His clear, lucid writing is especially helpful when he addresses complex issues, and his use of illustrations by way of analogy frequently sheds light on previously dark and thorny issues. Students will read and discuss his popular works focusing on his Christian world view, write a series of short essays in which they engage Lewis' ideas and evaluate their merits and work together to present a final group research project. *(PLUS course)*

252. Shakespeare for Managers. Models in Leadership: This course is a course study of leadership as reflected in the works of William Shakespeare. Emphasis will be on exploring various models of leadership as illustrated in several of Shakespeare's plays with an eye toward applying his insights to real-world environments. *(PLUS course)*

301. Shakespeare. (3): A study of the major plays of Shakespeare with special emphasis on the tragedies and comedies. May be repeated as content varies. *(Offered alternate years.)*

302. The British Novel. (3): A survey of the British novel, including the history of the novel, and readings from Austen through Conrad. *(Offered alternate years.)*

303. Middle English Literature. (3): A study of Middle English literature with an emphasis on Chaucer's *Canterbury Tales*. *(Offered alternate years.)*

306. Seventeenth Century Poetry. (3): A course in seventeenth-century British poetry with an emphasis on John Donne, George Herbert, and John Milton. May be repeated as content varies. *(Offered alternate years.)*

307. Romantic Literature. (3): A study of the major Romantic writers, including William Blake, William Wordsworth, Samuel Taylor Coleridge, George Gordon, Lord Byron, Percy Bysshe Shelley, and John Keats.

309. Victorian Literature. (3): A study of the major Victorian writers, including Alfred Lord Tennyson, Robert Browning, and Matthew Arnold.

310. Literature About Adolescents. (3): The study of literature and non-print media with emphasis on literature written for adolescents, on criteria for selection and evaluation, on appropriate teaching methods, and on multicultural perspectives. The course is primarily for students preparing to teach at the secondary level. School-related observations. *(Offered even-numbered years in the spring.)*

311. Creative Nonfiction Writing. (3): An intensive course in writing with an emphasis on clear, direct prose. Particular consideration is placed on magazine article writing, editing, and opinion pieces.

312. Public Affairs Communication. (3): Study and practical application of communication theory as it relates to the tasks of public relations. Emphasis on production and use of media including any of the following: desktop publishing, still photography, audio recording, film and video. *(Offered alternate years.)*

313. Poetry Writing: A workshop course in which students explore principles and techniques of poetry writing through reading and discussion of traditional and contemporary published poets and apply those principles to their own poetry. Includes critical evaluation by instructor and class of students' original works.

314. Development of Broadcasting. (3): A study of the history, theory, and technology of broadcasting. Spheres of instruction will include: radio, television, cable, and electronically recorded mass media. *(Offered alternate years.)*

315. Development of Cinema. (3): A survey of American film history with an emphasis on principles of critical viewing. Includes study of important thematic genres, stylistic movements, and technological developments. Two hours of lecture and four hours of lab per week.

316. Applied Stage Directing. (3): A laboratory class in play production with emphasis on the role of the director. Studies include script choice and analysis; casting; design coordination. Students will supervise the production of at least one one-act play. *Prerequisites: Junior status, grades of "C" or better in two Theater Workshop courses, and permission of professor. Either English 316 or English 341 may be counted as part of the Literature and Communications Programs; requirement of 15 additional hours in English at or above the 300 level.*

317. Short Story Writing: The techniques and process of writing fiction with emphasis on the short story. Readings in published short stories and essays on the art of fiction. Students will write fiction and related forms (journals, autobiography, etc.)

321. Survey of American Literature I. (3): Writings of colonialists Anne Bradstreet and Edward Taylor; short story writers Washington Irving and Edgar Allan Poe; writers of the American Literary Renaissance Ralph Waldo Emerson, Henry David Thoreau, Walt Whitman, Nathaniel Hawthorne, and Herman Melville; and slave narrator Frederick Douglass.

322. Survey of American Literature II. (3): Writings of Emily Dickinson, Sarah Orne Jewett, Kate Chopin, Henry James, Stephen Crane, and focusing on Mark Twain's *The Adventures of Huckleberry Finn*.

323. Twentieth Century American Writers. (3): American poetry, drama, and fiction from WWI to the present, including works by writers such as William Faulkner, Robert Frost, Lorraine Hansberry, James Baldwin, Flannery O'Conner, and Adrieene Rich.
324. Twentieth Century British Writers. (3): Writers from England and Ireland from WWI to the present, concentrating on William Butler Yeats, T.S. Eliot, D.H. Lawrence, Virginia Woolf, Susan Hill, and Seamus Heaney.
325. Literary Magazine Editing. (1): An experiential course for the editor of the literary magazine *Logos*. Topics include evaluating manuscripts, magazine layout, copy editing, and printing arrangements. *Prerequisite: permission of professor.*
327. Intermediate Journalism. (1): A workshop course which will expand students' knowledge of newspaper production through regular publication of a campus newspaper. Topics of instruction may include: interviewing style, ethics of journalism, meeting deadlines, basics of desktop publishing. *Prerequisites: English 227 and permission of professor.*
331. Intermediate Acting. (1): A studio course designed to expand knowledge of oral interpretation, stage movement, rehearsal strategies, and character creation. Students will perform in a one-act or full-length play. *Prerequisites: English 231 and successful audition.*
332. Intermediate Stagecraft. (2): A studio course designed to expand students' knowledge of skill in one or more of the following areas of stage technology: lighting, sound, makeup, costume, set construction, and publicity. *Prerequisites: English 232 and permission of professor.*
337. Editing Workshop. (1): A workshop course for the editor(s) of a campus newspaper. Topics of instruction may include: management styles, scheduling, budgeting, advanced layout techniques, copy editing, and headline-writing. *Prerequisites: English 327 and permission of professor.*
341. Field Education. (1-3): Supervised practical experience provides the student with the opportunity to integrate classroom instruction with on-the-job learning in various areas of communications-related fields. *Prerequisite: Permission of professor. Either English 316 or English 341 may be counted as part of the Literature and Communications Programs' requirement of 15 additional hours in English at or above the 300-level.*
361. Seminar in Intercultural Studies. (3): Reading, writing, and discussion of literary, historical, and artistic texts chosen from, but not limited to, African, Asian, South American, African-American, Amerindian, and/or women's studies. *Does not count toward literature, communication, or creative writing tracks.*
401. Seminar in Literature. (3): A course in one of the following genres: drama, fiction, or poetry. Individual authors or significant literary movements may be covered. May be repeated as content varies. *Prerequisite: One from English 201, 202, 203, or 204.*
402. Literary Criticism. (3): A course in the history and development of

important critical literary theories from Plato to the present. Special emphasis will be given to a Christian approach to literature. *Prerequisite: One from English 201, 202, 203, or 204. (Offered alternate years.)*

403. Seminar in Creative Writing: Instruction in advanced technique of writing fiction and/or poetry. Further development of the creative process involving writing exercises, editing and workshop discussion and evaluation. *Prerequisite: English 313 and/or 317 and/or permission of instructor.*

410. English Methods. (3): A study of the materials, resources, methods, and strategies for teaching English in the secondary schools. Also a study of the secondary English curriculum, with particular emphasis on objectives, lesson plans, and unit plans, and on the North Carolina Standard Course of Study. Students will study methods of teaching literature (response to literature), including short stories, novels, and poetry; methods of teaching speech, non-print media, and grammar; and a continuation of methods of teaching reading and composition. School-related observations. *Prerequisite: Formal admission into the Teacher Education program.*

432. Advanced Stagecraft. (1): Students will supervise design and/or execution of one or more of the following aspects of a mainstage production: lighting, sound, makeup, costume, set design/construction, and publicity. *Prerequisite: English 332 and permission of professor.*

441. Writing Workshop/Language Arts. (3): A laboratory-centered course planned for the development of language arts skills in teaching the writing process. Students will engage in exploration and practice of effective research-based writing strategies across all areas of the curriculum. Included are techniques for assessing student writing including portfolios, along with principles, procedures, organization, current research-based practices, materials, and methods of elementary school language arts reading instruction. *Prerequisite: Formal admission into the elementary education curriculum and/or permssion from major professor.*

443. The Study of Language. (3): The study of the history of language, particularly English: language development and acquisition, drawing on linguistics, psycho-linguistics, and socio-linguistics; dialects, types and levels of usage; grammars; a study of standard or traditional grammar and usage; and a study of transformational grammar; and the purposes of language. *Prerequisite: Junior status or permission of professor. (Offered even-numbered years in the fall.)*

490. Bibliography for Research. (1): Recommended to be taken the semester before EN 491 Senior Thesis in order to select topic and appropriate sources in preparation for senior thesis. Thorough searching for sources in Mountain College Library Network, electronic sources, and other libraries. Taught by librarian; collaboration with thesis advisor.

491. Senior Thesis. (2): Students will develop an extensive presentation or paper, according to their English track: Literature, Communication, English Education, and Creative Writing. A committee which consists of the course professor, the track's main professor, and one member chosen by the student

will specify the thesis parameters, approve the topic at the beginning of the semester, and grade it at the end.

492. Theater Practicum. (2): Designed to reward English Communications majors who have chosen a time-or labor-intensive thesis in the field of theater (such as but not limited to directing a mainstage or starring in a one-person full-length). *Prerequisites: "C" or better in English 316, simultaneous enrollment in English 491, and permission of professor.*

ENVIRONMENTAL STUDIES EV

206. Ecology. (4): A course stressing the relationship of organisms to their environment including both living and non-living factors. Topics include population dynamics, community interactions, energy flow, biogeochemical cycling, winter adaptation, and soil dynamics. Three hours lecture, three hours lab per week. *Prerequisite: Biology 101 or 102 or permission of professor.*

301. Physical and Environmental Geography. (4): This course will take | an in-depth look at the geographic regions of the world known as biomes. The geological, topographical, and climatic dynamics of each area will be related to ecological integrations. The study of each biome will emphasize representative plant and animal species, as well as rates of successional change. Three hours lecture, three hours lab per week. *Prerequisite: Environmental Studies 206 or permission of the professor.*

302. Environmental Systems. (3): This course will utilize a systems approach in understanding global environmental change. Topics include positive and negative feedback, chaos theory, box modeling, residence times, and nutrient cycling. Special emphasis will be placed on climatology and the earth-atmosphere interface. *Prerequisite: Environmental Studies 301 or permission of the professor.*

305. American Ecosystems. (4): Ecological analysis of field study sites and public education facilities in selected biomes and life zones. Ecosystem comparisons will be developed with particular attention given to the survey of flora and fauna. This course will also study land management and public utilization of ecological regions. Special emphasis will be placed on environmental education programs that educate the public about each biome or life zone. Course location will vary with each offering. Fee. *Prerequisite: Environmental Studies 206 or permission of professor. (Offered occasionally during the summer only.)*

315. Freshwater Ecosystems. (4): Chemical, physical, and ecological features of biotic and aquatic systems in the mountains of western North Carolina. The course will include the use and development of chemical and biotic monitoring of freshwater ecosystems and population dynamics associated with nutrient level disruption. Three hours lecture, three hours lab per week. *Prerequisite: Biology 101, 102; Chemistry 201, 202 or permission of professor. (Offered fall semesters of even-numbered years.)*

341. Field Education. (1-6): Supervised practical experience provides the student with the opportunity to integrate classroom instruction with on-the-job learning in various areas of environmental studies-related fields. *Prerequisite: General Education 210 or permission of the Environmental Studies faculty.*

405. Environmental Issues and Management. (3): The investigation of current environmental issues and management practices that will include application of ethics, economics, cultural values, and conflict resolution as a platform in which to apply Christian values and thought. Principles of Christian theology and stewardship will be utilized in the exploration of conflict resolution. The student will be required to make an independent presentation of a current world-issue using a substantiated argument and supporting paper for their issue stance and resolution. This presentation may be given for dual credit during the co-registration with Environmental Studies 431. *Prerequisite: Environmental Studies 206, Chemistry 201, 202, Ecology 301, Ecology 302 or permission of professor.*

415. Biochemistry/Toxicology. (4): Application and integration of biochemical processes to the functioning of whole organisms. Toxicological emphasis will be related to medical and environmental concerns. Fee. *Prerequisite: Environmental Studies 206, Chemistry 201, 202 and recommend Chemistry 320, 321 or permission of professor. (Offered upon sufficient demand.)*

421-422. Naturalist Practicum. (2,2): Participate in a community interpretive project and designate five organismal classes or ecological principles that will be topics of a field study along a local trail. A scientific report will be completed with compiled data organized in an Environmental Impact format. The student will prepare an interpretive trail guide for that trail utilizing this data. *Prerequisite: Environmental Studies 206, Biology 211-212, Environmental Studies 305 or permission of professor.*

430. Environmental Issues Seminar. (1/2): This class will meet once a week to deal with various topics of interest and current modern applications. Speakers will present topics with opportunities for class interaction. Campus-wide involvement will be encouraged. Students will be involved in class debate and group case studies. *Prerequisite: Environmental Studies 206 or permission of professor.*

431. Student Presentations-Environmental Issues Seminar. (1/2): Students will prepare and present topics to the class and campus. Students will develop skills in public speaking and be trained in the utilization of modern presentation materials. *Prerequisite: Environmental Studies 430.*

440. Senior Project/Internship (honors option). (3): The student is responsible for a project/internship design and proposal. Employment is pursued through a student job search. This project is typically developed during the junior year, employment is during the summer, and the final project presented during the senior year. A research-based project may be considered for honors recognition. All proposals and evaluation of projects will be approved through the Environmental Studies Review Committee. *Prerequisite: General Education 210. (Offered upon sufficient demand.)*

450. Seminar-Professional Development. (1/2): This seminar will deal with professional skills training and enable the student to work effectively as a member of a management team. Skills from various job settings will be pursued. *(Offered upon sufficient demand.)*

460. Special Topics in Environmental Studies. (1-6): A course to study and explore topics in the field which emphasizes the biology of special areas of the world. This course is primarily designed to be taught during breaks and may be taken more than once. Elective credit only. *Prerequisites: Biology 101, 102 or permission of professor.*

480. Independent Study. (1-3): Students may choose to participate in an independent study of their choice for up to three hours of credit toward the major. Doing an independent study is dependent on the availability of faculty and their willingness to oversee the study.

FRENCH FR

101-102. Elementary French. (3,3): A course for those who have had less than two years of high school French or whose proficiency examination score does not permit them to enter the 200 level. In it are studied the basic principles of French grammar and pronunciation. Conversation is stressed. Four hours of class and lab per week.

201-202. Intermediate French. (3,3): This course includes a review of grammar, intensive study of irregular verbs, conversation, dictation and translation from the standard authors. Four hours of class and lab per week. *Prerequisites: French 101-102 or two years of high school French and placement test.*

303-304. Advanced Conversation and Composition. (3,3): A detailed study of the fundamentals of French usage, oral and written. Training in correct pronunciation is stressed in conversation based on practical subject matter of everyday life in France and French-speaking countries. *Prerequisites: French 201-202 or equivalent.*

305, 306. Selected Readings in French Literature. (3,3): Courses for those able to read French literature. Selections of short stories and drama are used; literary interpretations are included. *Prerequisites: French 201, 202 or equivalent.*

GENERAL EDUCATION GE

100. Freshman Seminar. (2): This course is designed to assist students in making a successful transition to Montreat College. The two primary objectives of the course are to teach college study, learning, and survival skills and to explore the relationship between faith and learning. Topics in this course include the value of a Christian education, learning styles, time management, study techniques, note- and test-taking skills, planning for the future, and discovering how one's faith affects his or her daily life and worldview. This

course is required of all students entering Montreat College as first-time freshmen as well as transfer students with less than 12 hours of academic credit.

101,102; 201, 202; 301, 302; 401, 402. General Studies. (1/2 semester hour per semester): A student must be enrolled in and fulfill the specified requirements of General Studies each semester that he/she is a full-time student and/or a resident student in the college. General Studies consists of programs presented at Chapel, Convocation, and special functions during the year. Specific requirements will be posted at the beginning of each semester.

111, 112; 211, 212; 311, 312; 411, 412. Academic Competition. (1): Preparation for intercollegiate academic competition through drill and research on areas including literature, social science, math, science, the arts, philosophy, religion, popular culture, current events, and sports. May be repeated for credit each semester for up to eight semester hours.

210. Pre-Practicum. (1): The purpose of this course is to prepare students for the field education and internship experience. Topics included will be field education selection, resume preparation, application letters and procedures, interviewing skills, professional involvement and professional development. Grading: Superior, Pass, Fail.

251. Academic Studies Abroad. (1-6): Selected academic topics—literary, historical, Biblical, business, linguistics, science, and mathematics—with emphasis on their relationship to physical and cultural settings. Residence abroad. Normally offered during college breaks and summer sessions. *(Offered upon sufficient demand.)*

341. Field Education. (3-6): Supervised field education provides the student with practical on-the-job training in various areas. Field education may be taken more than once. No more than three semester hours may be counted toward degree requirements. *Prerequisite: Permission of the Division Chairperson.*

421. Leadership Practicum. (3): This course allows the leadership minor student to apply the theories learned during specified leadership courses in an active leadership role. Students may serve in a variety of leadership positions in college-approved organizations (e.g. SGA, SCA, FCA), as resident assistants, or as captains of varsity athletic teams. The position will be for a minimum of one year. Each student must recruit a voluntary advisor within his or her discipline who will serve as counselor and evaluator of the student's leadership performance. Students are required to keep a journal of their activities during the term including lessons learned. Each student will prepare, with the approval of the advisor, an evaluation form to include: a mission statement, objectives and goals, performance measures, corrective actions, and outcomes. Prerequisite: *Twelve hours of course work in the Minor in Theoretical and Applied Leadership.*

441. Internship. (3-12): Supervised internship provides the student with practical on-the-job learning in various areas of service. Students will be placed in an agency selected by the college supervisor. The college supervisor

will normally make at least one on-site visit during the term. The student will be required to keep a journal of his/her activities. No more than six semester hours may be counted towards the degree requirements. *Prerequisites: Twelve hours of course work completed at the 300 level or above in the major, and permission of the Division Chairperson.*

451. Council for Christian Colleges & Universities Internships. (6-8): In cooperation with the Council, students have internship experiences in Washington, D.C. (through the American Studies Program), Hollywood (through the Los Angeles Film Studies Program), or Costa Rica (through the Latin American Studies Program). Students will be placed in appropriate studies-related work situations. *Prerequisite: Permission of the Vice President and Dean of Academics. See "Special Programs" for more information.*

461. Council for Christian Colleges & Universities Seminars. (6-8): In cooperation with the Council, students examine selected topics relevant to the American Studies Program, the Los Angeles Film Studies Program, or the Latin American Studies Program. *Prerequisite: Permission of the Vice President and Dean of Academics. See "Special Programs" for more information.*

GEOGRAPHY GG

313. World Cultural Geography. (3): A study of the geographic features, the national and international boundaries, the geographical basis of economic production, and the cultures of the world.

GREEK GR

201-202. New Testament Greek. (3,3): Fundamentals of the Greek of the New Testament emphasizing grammar, reading skills, and translation of simple passages from the Greek New Testament. *(Not open to freshmen.) (Offered alternate years.)*

301. Introduction to New Testament Exegesis. (3): An intensive review of vocabulary, grammar, and syntax which introduces the student to the principles of exegesis. *Prerequisites: Greek 201 and Greek 202.*

302. The Epistle to the Ephesians. (3): A study of the Greek text of the Epistle to the Ephesians in its historical setting with special attention given to the doctrines and the patterns for Christian living. *(Offered in the spring.) Prerequisite: Greek 201-202, Greek 301.*

481. Directed Studies in Greek. (1-3): This course will be a directed study with appropriate testing and papers through the semester.

HEALTH HL

101. Health. (3): A basic college course including the functions and structures

of the human body; the nature of disease and care of the body; local, state, national and international health agencies and services available; and the processes and objectives of healthful living.

102. Advanced First Aid. (3): This course will prepare the student to respond to a variety of urban and back-country medical emergencies. Students who qualify will receive certification in American Red Cross Standard First Aid and CPR. *(Offered alternate years in the spring.)*

HEBREW HB

301. Elementary Old Testament Hebrew. (4): A study of the fundamental principles of Old Testament Hebrew. Emphasis is placed on the mastery of forms, memorization of vocabulary, and translation skills.

302. Hebrew Exegesis. (4): An introduction to the principles of Hebrew Exegesis with a focus on narrative and poetic passages. Texts from the law, prophets, and poetic literature are translated and examined. Textual criticism is considered. *Prerequisite: Hebrew 301.*

HISTORY HS

101, 102. A History of World Civilization I, II. (3,3): A survey course providing a summary of important economic, political, religious, and social forces from the beginning of earliest civilizations. A world perspective is offered, involving the study of non-western cultures, emerging nations, and contemporary interdependence. (One semester of HS 201 or 202 may be substituted for one semester of 101 or 102.)

HS 112. History of the Western Intellectual Tradition. From Leonard To Hegel: This course is a study of the development of ideas from the Renaissance to the opening of the nineteenth century. Essentially, the course is a history of the life of ideas, and as such necessarily it is an intellectual history covering a period of four centuries, during which the world transformed from medieval to modern. Special focus is given to invention; to inductive scientific method; to political, social and religious ideas; and to the ideas of a selective few individuals who most contributed to this transformation of society into secularized states.

171, 172. Advanced World Civilization. (3,3): Courses designed to challenge students of proven ability to greater reading in history, and to a deeper understanding of underlying issues in the study of world history. Enrollment by invitation only. Fulfills requirements of History 101 and/or 102. *(Offered upon sufficient demand.)*

201, 202. United States History I, II. (3,3): A summary of important economic, political, religious, and social forces in the history of the United States from the pre-revolutionary period to the present. Additional emphasis will be given to major events and themes in North Carolina history.

All advanced classes (300 and 400 level) require the following prerequisites unless otherwise noted: HS 101, 102 (or 171, 172).

301. Church History. (3): A survey of the Christian movement in history, its beliefs, its institutions, and its worldwide expansion. Special emphasis will be given to historic forms of service and ministry in the world. *Prerequisites: History 101, 102, Bible 101 and one from Bible 102, 103, or permission of the professor. (Same as Bible 301.)*

302. History of Political Philosophy. (3): A survey of political thought from the Greek city states to the political philosophers of the 20th century. *(Offered alternate years.)*

303. Social and Intellectual History of the United States. (3): A study of American life, emphasizing important social and intellectual movements and their effects on American culture. *(Offered alternate years.)*

304. U. S. Constitutional History. (3): The evolution of the federal constitution from national supremacy and dual sovereignty, with special emphasis upon the constitutional significance of the post-Civil War amendments, through the federal constitutional development in the fields of business regulation, federal-state relations, civil liberties and civil rights. *(Offered alternate years.)*

305. History of England. (3): An introduction to English history from the Roman occupation to the present. *(Offered every third year.)*

306. History of Russia. (3): The political, economic, social, and intellectual development of Russia. *(Offered every third year.)*

308. History of Sub Saharan Africa. (3): The development of the African continent south of the Sahara from the pre-colonial period through the development of the African independent states. *(Offered every third year.)*

309. American Church History. (3): A chronological examination of the growth, variety, and spread of Christianity in the U.S.A. Special attention devoted to frontier evangelism, denominational movements, Roman Catholic developments, and modern trends. *Prerequisites: Bible 101, 102, or 103. (Same as Bible 309.) (Offered alternate years.)*

310. History of Science and Technology. (3): An examination and analysis of significant scientific and technological innovations that have impacted profoundly on the development of civilization. The thesis explored is that technological breakthroughs and the societal "paradigm shifts" which are subsequently engendered are the driving forces which shape society. The course embraces a global perspective and places particular emphasis on cross-cultural developments which have triggered technological and scientific progress. *(Offered alternate years.)*

351. Special Studies in History. (3): A course in which students will study the political, economic, and social systems of a particular area of the world. Possible study areas include Africa, the Middle East, Latin America, and the Far East.

401. American Revolution and Early National Period, 1763–1815. (3):

A study of the Revolution, the Critical Period, the new Constitution, the new government, the rise of Jeffersonian Democracy, and the second War for Independence. *Prerequisite: History 201, 202. (Offered alternate years.)*

402. American Nationalism and Sectionalism, 1815–1877. (3): A study of the period of national growth after the War of 1812 and the development of the antebellum sectional issues which evolved into the Civil War and Reconstruction. *Prerequisite: HS 201, 202. (Offered alternate years.)*

403. Europe in the Middle Ages. (3): The origins and nature of Medieval civilization with emphasis on the Roman, German, Byzantine, and Arab influences which worked to create it and the subsequent expansion of government, the church, business, and city life. *(Offered every third year.)*

404. The Twentieth Century World. (3): A course which examines those forces which have influenced our present century, as represented in two world wars, the growth of political ideologies, bipolarity and polycentric political and economic tendencies. Decolonization Third World developments and dilemmas, and present-day economic, social, and political structures are included. *(Offered alternate years.)*

405. History of Ancient Greece and Rome. (3): A study of ancient civilization including the formation of the Greek people, Athens, Sparta, the Persian and Peloponnesian wars, Philip and Alexander, Helenic and Hellenistic philosophy, the Etruscans, the rise of the Roman Republic, the Punic Wars, the Pax Romana, the spread of Christianity, and the problem of decline and fall of Rome. *(Offered alternate years.)*

406. Renaissance and Reformation. (3): A cultural history of Europe from the fourteenth through the seventeenth centuries probing the origins of the modern Western mind. Sympathetic attention will be given to artistic and ethical values; to religious, philosophical, and scientific world views; and to exploration, war, politics, and socioeconomic circumstances. *(Offered alternate years.)*

407. The American Civil War. (3): An in-depth military and political study of America's greatest epic and tragedy, the American Civil War. The course focuses on the period 1850 to 1865. Special reliance will be placed upon the use of primary documents. *(Offered alternate years.)*

408. History/Social Studies Methods. (3): A study of the materials, resources, methods, and strategies for teaching history and the Social Studies in the secondary schools. Also a study of the secondary Social Studies curriculum, with particular emphasis on objectives, lesson plans, and unit plans, and on the North Carolina Standard Course of Study. School-related observations. *Prerequisite: Formal admission into the Teacher Education program.*

409. The Second World War. (3): A military, political, and social overview of the Second World War with special emphasis placed upon global perspectives. Extensive use will be made of primary documents in a variety of mediums. *(Offered alternate years.)*

480. Independent Study. (3): This is an independent study course supervised by the Department of History in which the student must write a major paper based on extensive research in a special area of interest approved by the department. (Normally, not taken more than twice.)
490. Historiography and Personal Research Project. (3): After a survey of the study of history, the student will engage in a personal research project. Emphasis will be made from the Christian perspective. *(Required of all majors in their senior year.)*

HUMAN DEVELOPMENT HD

300. Child Development. (3): A study of the physical, cognitive, and psychosocial development of the child from conception to age 10. Included is an overview of exceptional children, both impaired and gifted. *Prerequisite: Psychology 202.*
301. Adolescent Psychology and Development. (3): This course will survey the psychological, physical, and sociocultural growth and development of the adolescent in the midst of the contemporary culture. Issues such as family relations, peer influence, and schools will be examined. *Prerequisite: Psychology 202.*
305. Young and Middle Adult. (3): An overview of the physical, cognitive, social, spiritual and emotional aspects of the young and middle adult. *Prerequisite: Psychology 202.*
306. The Older Adult. (3): Overview of the physical, cognitive, social, spiritual, and emotional needs of the older adult in contemporary society. *Prerequisite: Psychology 202.*
307. Leadership and Group Dynamics: A study of leadership and group behavior as viewed through experiential group processes, individual interaction and theory. Content includes the theory and practice of group dynamics and the fundamentals of effective leadership. Particular emphasis will be placed on working towards a general theory of leadership and discovering its applications in a group setting. *(PLUS course.)*

HUMAN SERVICES HU

241. Field Experience. (1-2): A Human Service major must fulfill the specified requirements of this course twice by the end of the junior year before the Internship experience. Field Experience consists of hands-on opportunities in various human service-related events or organizations. The student's advisor will make available specific requirements and opportunities as determined by the Human Services Department. *Prerequisite: Acceptance into the Human Services major.*
341. Field Education. (3-6): Supervised field education provides the student with practical on-the-job training in various areas of human service-related fields. Each field education experience is administered by the field education

advisor and the supervising facility. Field education may be taken more than once. No more than three semester hours may be counted toward degree requirements.

441. Internship. (3-12): Supervised internship provides the student with the opportunity to integrate classroom instruction with practical on-the-job learning in various areas of human service related fields. No more than six semester hours may be counted toward degree requirements. Grading: Superior, Pass, Fail. This course is normally taken in the summer. *Prerequisite: General Education 210, twelve hours of course work completed at the 300 level or above in the major, English 221, and Math 214.*

MATH MT

101. Introduction to Mathematics. (3): A survey of mathematics including a sampling of topics from the history of mathematics, logic, set theory, algebra, geometry, number theory, business math, and other topics.

142. College Algebra/Trigonometry. (4): A course to explore fundamental concepts of algebra and trigonometry. Topics will include properties of real numbers, equations and inequalities, polynomials, algebraic, logarithmic, exponential and trigonometric functions and their graphs. Additional topics will be selected from trigonometric identities, systems of equations, matrices and determinants. *Prerequisite: Grade of C or above in high school Algebra II or the equivalent.*

203. Calculus with Analytic Geometry I. (4): Differential and integral calculus of the polynomial, logarithmic, and trigonometric functions, including limits and continuity; rules of differentiation and applications, including maxima and minima problems and related rates; Fundamental Theorem of Calculus with applications including area. The study includes some emphasis on inverse trigonometric natural logarithm and exponential functions.
Prerequisite: Math 142 or equivalent.

204. Calculus with Analytic Geometry II. (4): Differential and integral calculus with applications in area, volume, work, arc length, and surfaces of revolution; L'Hôpital's Rule and improper integrals; sequences and series, conics, parametric equations, and polar coordinates. *Prerequisite: Math 203 or equivalent.*

205. Calculus with Analytic Geometry III. (4): Differentiation and integration of vector-valued functions; introduction of functions of several variables, partial derivatives with applications of extremes of functions of two variables, multiple integration; vector analysis and differential equations. *Prerequisite: Math 204 or equivalent.*

214. Elementary Probability and Statistics. (4): A non-calculus course designed to introduce elementary concepts in descriptive statistics, probability, sampling distributions, linear regression, correlation, estimation and hypothesis

testing. Applications taken from a variety of disciplines including social sciences and business. Analyses of observed data performed manually, by calculator and computer. Lab. *(Offered each semester.)*

301. Linear Algebra. (3): A computation directed study of the theory of linear algebra, including matrices, determinants, linear transformations, vector spaces, dimension and bases, and eigenvalues. This course is a bridge for future study of advanced topics in linear algebra, calculus, and differential equations. Applications using linear algebra tools, techniques, and technology. *Prerequisite: Math 204 or equivalent.*

311. Modern Algebra. (3): Groups, rings, integral domains, fields. *Prerequisite: Math 301. (Offered alternate years.)*

321. Number Theory. (3): Integers, divisibility, prime numbers, Diophantine equations, congruences, continued fractions. *Prerequisite: Math 204 or permission of the professor. (Offered alternate years.)*

331. Differential Equations. (3): Theory and applications of ordinary differential equations using linear equations, undetermined coefficients, variation of parameters, series solutions and Laplace transforms. *Prerequisite: Math 205. (Offered alternate years.)*

341. Mathematical Modeling. (3): The elementary principles of modeling incorporating mathematical methods, linear programming, graph theory and combinatorics. Mathematical model building procedures and problem-solving techniques are demonstrated using interdisciplinary applications from the natural and social sciences. *Prerequisite: Math 301 or permission of professor.*

351. Foundations of Geometry. (3): The study of the development of Euclidean and non-Euclidean geometries with special emphases on axiomatic systems, parallel postulate, distance, inversions, constructions, and similarities. *Prerequisite: Math 204. (Offered alternate years.)*

401. History and Foundations of Mathematics. (3): An historical approach to the study of foundations of mathematics. Contributions of the ancient cultures including the Egyptians, Babylonians, Greeks, Chinese, Hindus and Arabs will be considered followed by the transmission of mathematics into Europe from A.D.450 to the twentieth century. Various systems of mathematics will be studied from both the classical and non traditional perspectives, and will include set theory, number theory, logic, geometry, analysis, and applied mathematics. *Prerequisite: Math 204. (Offered alternate years.)*

410. Mathematics Methods. (3): A study of the materials, resources, methods, and strategies for teaching mathematics in the secondary schools. Also a study of the secondary mathematics curriculum, with particular emphasis on objectives, lesson plans, and unit plans, and on the North Carolina Standard Course of Study. School-related observations. This departmental course will be taken prior to student teaching, and is required for certification. *Prerequisite: Formal admission into the Teacher Education program.*

411-412. Advanced Probability and Statistics. (3,3): Probability distributions, random variables, and mathematics expectations. Sampling distributions, point and interval estimation, hypothesis testing, regression and correlation, analysis of variance. *Prerequisite: Math 205.*

420. Mathematics Seminar. (2): An introduction to the philosophy of mathematics with emphasis on depth of thinking, writing, discussion, and reporting of advanced concepts in mathematics. Relationships will be explored for the following scenarios: interdisciplinary applications of mathematics, the role of mathematics in various cultural settings, and how a vocation in mathematics operates for the individual student within the faith and learning mission of the college. Open to senior mathematics majors only. Required for math majors.

451. Real Analysis. (3): The real number system, limits, continuity, derivatives, mean value theorems, integration, series. *Prerequisite: Math 205. (Offered upon sufficient demand.)*

481,482,483. Special Topics in Mathematics. (1,2,3): Other topics not otherwise included in the *Catalog* for which there may be a need, or further study in any of the listed 300–400-level topics. *Prerequisite: permission of the department.*

MUSIC MS

100. Seminar in Music Performance. (.5): Required weekly attendance for all music majors and minors. An important venue for weekly performances by music majors and minors. Attendance at local area arts productions required. Required successful completion each semester of enrollment.

101. Introduction to Music. (3): An introduction to the materials and properties of music, musical media and categories of musical literature with a concentration in music of the Baroque, Classical, Romantic, and Modern eras.

102. Fundamentals: Music and How to Read It. (3): An introductory course in learning how to read music. Topics include the essential concepts of notation, rhythm, tonality, and harmony. Emphasizes a firm grasp of intervals, triads, major scales, duple and triple meter and sightsinging.

103. Beginning Piano. (1): Students who have not studied piano previously should enroll in Beginning Piano. In addition to mastering note reading and playing simple pieces, students develop the ability to play chords, chord progressions, harmonize simple melodies, and explore other keyboard capabilities.

104. Beginning Voice. (1): Students who have not studied voice previously should enroll in Beginning Voice. In a class setting, students learn basic concepts of producing good sound including proper breath management, good diction, and developing the full range of the voice. The opportunity to sing for and listen to colleagues is an important aspect of Beginning Voice.

113, 114. Music Theory. (4,4): A comprehensive study of musical notation, key signatures, scales, intervals, triads and seventh chords. Additional

emphasis on melodic and harmonic analysis, melodic and harmonic dictation, sight singing, and four-part harmony. To be taken in fall/spring sequence.

141, 142, 241, 242. Piano. (1,1,1,1): Students are accepted at various levels of proficiency, and their ability to play the piano in a musical and non-mechanical way is further developed. Piano literature selected is suited to the capacity of the student and consists of art music pieces from the Baroque era to the present. Some popular music of the student's choosing may be included. Studio class required. Fee. *Prerequisite for non-majors: at least one semester of Music 103 or permission of professor.*

143, 144, 243, 244. Voice. (1,1,1,1): Emphasis is placed on the use of the voice as a natural instrument. The ultimate goal is an artistic style of singing that includes a beautiful tone and dependable technique. As the voice is developed, literature suited to the capacity of the student and drawn from the best works of the great masters is studied. Some popular music of the student's choosing may be included. Studio class required. Fee. *Prerequisite for non-majors: at least one semester of Music 104 or permission of professor.*

145, 146, 245, 246. Organ. (1,1,1,1): The course includes a thorough grounding in registration, the means of expression necessary to minimize the highly mechanical nature of the instrument, and pedal technique. The choice of music is determined by the capacity of the student and the instrument being played. *Prerequisite: moderate level of piano proficiency; permission of professor.* Fee.

147, 148. Applied Music. (1,1): Instrumental. A study of technique and literature. Open to students of all levels of proficiency. Performance class required. Fee.

151. Concert Choir. (1): A choral group of mixed voices open to all students who have a desire to sing. The choir performs at on-campus events such as chapel services and convocations, and travels at times to local area churches. Annual concerts are presented at Christmas and during the spring semester. Three rehearsals each week.

203. Popular Music in the U.S. from 1850 to the Present: From the music of Stephen Foster, and Civil War ballads and bands, to Blues, Bluegrass, Jive and Jazz. Wiley Hitchcock's classic text, *Music in the U.S.*, guides us as we study, listen and attend live performances. Then hear guest lectures from folk and jazz artists and country-western songwriters from Nashville, Tennessee. Everything you always wanted to know about popular music in our country . . . but were afraid to listen to. *(PLUS course.)*

204. Red, Hot and Blue–Seventy Years of American Musical Theater: This course covers the history and development of American musical theater from 1927 through 1997 and also the creation and production of a musical. Scripts and scores, audio and video recordings, and when possible, live performances and/or rehearsals will supplement text materials. *(PLUS course.)*

213, 214. Music Theory. (4,4): A continuation of Music 113, 114. Topics include part writing, modulation, transposition, and twentieth-century analytical techniques; advanced melodic and harmonic dictation, sight singing.

To be taken in fall/spring sequence. *Prerequisite: Music 113, 114 or permission of professor.*

247, 248, 347, 348, 447, 448. Applied Music. (1,1,1,1,1,1): Instrumental. Performance class required. Fee. *Prerequisites: Music 147, or equivalent.*

301. Computer Applications in Music. (3): An introduction to hardware and software applications for the musician's use. Topics include the use of MIDI for record, playback, sequencing and composition; pedagogical applications in performance and theoretical disciplines; use of the World Wide Web and Internet resources for musicians. *(Prerequisite: Music 113.)*

302. Worship and Church Music. (3): A study of music in worship from Biblical times to the present. Students will develop a philosophy of church music with emphasis on music selection for excellence, sources and appropriateness. Hymns, anthems, Christian music, vocal solos and other genres of service music are analyzed.

303, 304, 307, 308. Special Topics Seminar. (3): Emphasis is on topics of interest in either keyboard or voice disciplines.

305. Survey of Musical Styles I. (3): This course is designed to provide a chronological perspective of the development of Western music from the pre-Christian era to 1750, including music of the Middle Ages, Renaissance and Baroque periods.

306. Survey of Musical Styles II. (3): This course is designed to provide a chronological perspective of the development of Western music from 1750 to 1990, including music of the Classical, Romantic, Modern and post-Modern periods.

311, 312, 313, 314. Organ/Piano Literature. (2,2): A chronological study of the principle repertoire for Keyboard instruments. A separate section is offered for each instrument as needed.

315, 316. Diction for Singers I/II. (2,2): Study of the International Phonetic Alphabet and its application to the pronunciation of English, Italian, Latin, German, and French. Emphasis on application of principles of pronunciation to texts in voice literature.

317. Form and Analysis. (3): Analysis and written work with devices and form including motive, phrase, period, section, and sonata.

318. Eighteenth-Century Counterpoint. (3): Analysis and written assignments in two- and three-voice counterpoint, canon, chorale-based forms, invertible counterpoint, and fugue.

321. Audio Recording Techniques. (3): Introduction to the equipment of the recording studio and its use, audio session procedures, and guided experiences in recording. Emphasis on independent recording projects using multi-track recording, sequencing, signal processing, and MIDI technologies. *Prerequisite: Music 302.*

341, 342, 441, 442. Piano. (1-2,1-2,1-2,1-2): A continuation of Music 141, 142 or Music 241, 242. Advanced playing techniques are studied. Emphasis on pedagogy, interpretation, mechanics of sound production and physiological aspects of keyboard playing. Literature includes that from the

Baroque through the Modern eras. Fee. *Prerequisite for non-majors: successful completion of 200-level piano instruction and permission of professor.*

343, 344, 443, 444. Voice. (1-2,1-2,1-2,1-2): A continuation of Music 143, 144 or Music 243, 244. Advanced techniques of singing are studied. Emphasis on pedagogical and scientific aspects of the singing art. Literature includes that from classic and romantic era opera and art song. Fee. *Prerequisite for non-majors: successful completion of 200-level voice instruction and permission of professor.*

345, 346, 445, 446. Organ. (1-2,1-2,1-2,1-2): A continuation of Music 145, 146 or Music 245, 246. Studies include advanced techniques in registration and pedaling. Emphasis on service playing, and artistic and interpretive aspects of the organ. Literature drawn from Renaissance and Baroque instrumental repertory. Fee.

401. Choral Conducting I. (2): A study of basic conduction patterns, techniques, and rehearsal procedures. Laboratory experiences are concerned with learning about music through the rehearsal and study of choral literature. Emphasis is placed upon characteristics of style, musical analysis, and performance techniques as applicable to literature selected from all historical periods.

402. Choral Conducting II. (2): A study of techniques needed to project the conductor's concept in rehearsal and performance. Students will participate in choral rehearsals and may be involved in public performance.

411, 412, 413, 414. Advanced Organ/Piano Literature. (2,2): A continuation of MS 311, 312, 313, 314. Chronological study of the principal repertoire for Keyboard instruments. A separate section is offered for each instrument as needed.

415, 416. Voice Literature I/II. (2,2): A comprehensive chronological study of literature for voice, this course includes major style genres from 17th, 18th, 19th, and 20th century song in English, German, French and Italian.

417. Keyboard Pedagogy. (3): A study of psychological and physiological aspects of teaching piano or organ; survey methods and early literature, business aspects of teaching, practical experience in teaching a beginning student, and attendance at workshops.

418. Voice Pedagogy. (3): Techniques and principles of teaching voice. Physiology of correct vocal production and available pedagogical literature. Other topics include operational aspects of studio voice teaching, computer software programs to enhance teaching or management, professional associations for voice teachers. *Prerequisite: two years of voice study.*

441. Internship in Music Business. (2): In-depth experience in selected music industry tailored to the ability and needs of individual students. *Prerequisites: Music 321, 302.*

OUTDOOR EDUCATION OE

101. Principles and Concepts in Outdoor Education. (3): A survey of

the many aspects of Outdoor Education including historical and philosophical foundations, adventure education, and environmental education. Students will explore the organization and function of Outdoor Education theories, and programs will be discussed and experienced.

201. Adventure Education and Group Processing. (3): A course designed to give the group facilitator a variety of theories and models to be applied in a growth-oriented adventure program. Emphasis will be placed on the safe and effective facilitation of adventure education experiences.

208. Camp Programming. (3): This course provides an overview of the history and nature of organized camping and explores current aims and objectives of the field. Students will be exposed to a broad spectrum of camp programs and will investigate the principles utilized in developing these programs. The course is designed to teach the student how to plan and implement a Christ-centered camp program focused on camper needs and interests. *(Offered spring, alternate years.)*

210. Outdoor Skills and Adventure Programming I (Kayaking). (4): Part I of a wilderness skills course that offers instruction in flatwater and whitewater kayaking. Emphasis is on safety, skill development, and trip planning. Students will also gain teaching experience. *Prerequisite: PE 240.*

211. Outdoor Skills and Adventure Programming I. (4). Part I of a wilderness skills course which offers instruction in flatwater and whitewater canoeing. Emphasis is on safety, skill development, and trip planning. Students will also gain teaching experience. *Prerequisite: PE 230 or permission of instructor.*

212. Outdoor Skills and Adventure Programming II. (4). Part II of a wilderness skills course which offers instruction in rock climbing. Emphasis is on safety, skill development, and trip planning. Students will also gain teaching experience. *Prerequisite: Physical Education 220 or permission of instructor.*

213. Outdoor Skills and Adventure Programming III. (4). Part III of a wilderness skills course which offers instruction in fall/winter backpacking, minimum-impact camping techniques and orienteering. Emphasis is on safety, skill development, trip planning and formulation of a personal teaching/leadership style. *Prerequisite: permission of the professor.*

220. Survey of Environmental Education Curricula. (3): In this course, students will be trained to use curricula, such as Project WET, Project WILD, Project Learning Tree, EM Power, State Park Environmental Education Learning Experiences and the Wilderness Box so that they can creatively teach others about the content included in each curriculum. These curricula can be used in most outdoor education settings with a variety of age groups. Students who participate in this class will be well on their way to fulfilling the instructional workshop requirement for the North Carolina Environmental Education Certification.

221. High Adrenaline Adventure in Theory and Practice. (2): This

course will explore the possibility of using certain types of high adrenaline experiences as a means for facilitating personal growth. Topics explored in the course include: type t personalities, real and perceived risk, the thrill gene, and adventure therapy. Theoretical perspectives will be framed through actual experiences, which will include activities such as skydiving, bungee jumping, hang gliding, bungee launching, and parasailing. Fee

280. Discovery Wilderness Practicum. (2): A 20-day wilderness expedition which may include backpacking, rockclimbing, whitewater canoeing, camping, route-finding, a solo experience and a 14-mile run. Through these experiences, students are encouraged to work together, develop an attitude of service and gain an appreciation for the natural environment. Emphasis is placed on spiritual growth and Christian fellowship. *(Required before junior year.)*

304. Philosophy of Outdoor Leadership. (3): A course designed to explore leadership techniques in outdoor adventure programs and to investigate the philosophical foundations upon which they are built. Emphasis will be placed on building a personal philosophy of outdoor leadership. Opportunities for implementing this philosophy will be provided. *Prerequisite: Outdoor Education 280 or permission of the professor.*

305. Environmental Policy and Law. (3): A course designed to acquaint the student with the history of natural resource management, agencies which manage public lands, and the laws created to protect natural resources. Students will also explore policies of U.S. government, and current agencies and laws which govern our use or abuse of the environment. *Prerequisite: Environmental Studies 206 or permission of professor.*

306. Leadership and Group Dynamics. (3): In this course students study group behavior and leadership as viewed through experiential group processes, individual interaction and theory. The course content includes the study of group dynamics, the effectiveness of different leadership techniques and activities which are most appropriate for an effective, fun group. Particular emphasis will be placed on utilizing groups as a means of building up the body of Christ.

310. Enviromental Interpretation. (3): This course is about people and communication in nature-based outdoor settings.The overriding focus of this course will be on the theoretical underpinnings and application of communication methods appropriate for natural resource settings and topics. The need for these communication methods is based on the premise that stewardship of public and private lands is easier and more effective when managers work with an informed public.Therefore, this course places emphasis on techniques of communicating technical information to lay publics in an informal, relaxed atmosphere.

320. Marketing Outdoor Education Programs. (3): A course designed to provide the student with essential business/multimedia skills in Outdoor Education. Includes: spreadsheet applications, writing and managing database programs, basics of graphic design, production of quality presentations and

brochures, and other appropriate software applications. Students will also develop a slide presentation.

340. Teaching Methods and Curriculum Development in Outdoor Education. (3): This course will focus on the development of curricula which integrates adventure education and environmental education from a Christian perspective. Students will develop their own philosophy of teaching and have numerous opportunities to observe teachers and practice teaching techniques in local school and programs.

400. Outdoor Education Practicum. (3): This course provides an opportunity for a guided teaching experience in an elected area of outdoor education and requires the following: (1) the student must be a candidate for the Outdoor Education Degree; (2) the Practicum experience must be approved by the Outdoor Education department faculty supervisor; and (3) the experience must be evaluated by the student, job supervisor and faculty supervisor. *Prerequisites: Outdoor Education 340 and junior status.*

404. Administration and Management of Outdoor Education. (3): A study of administrative procedures for a broad scope of outdoor education programs. Topics will include: personnel and facility management, boards and committees, developing a budget, computer applications, public relations, conflict management, insurance, record keeping and risk management.

415. Wilderness Journey. (4): Students will participate in a trip to a natural area of the continental U.S. where they will be involved in integrated experiences involving adventure education and environmental education. *(Offered occasionally during the summer.) Fee.*

441. Internship. (3): Designed to serve as a culminating field experience for students majoring in Outdoor Education. The internship experience provides broad-based exposure to all operational facets of an outdoor education program. The intent is to provide each student with a full-time placement in their area of concentration. *(Should be completed after junior year.)*

460. Special Topics in Outdoor Education. (1-6): A course to study and explore topics in the field of Outdoor Education which are not covered extensively in the normal curriculum. This course may be taken more than once. Topics will vary according to the interests of the students and the faculty. *Fee.*

462. Current Issues in Outdoor Education. (3): A course of study designed for the graduating senior preparing to enter the field of Outdoor Education. Students will be required to read a wide variety of literature and research, and will discuss pertinent issues in the fields of Outdoor Education. *Prerequisites: Outdoor Education 101, Outdoor Education 201, Environmental Studies 206. (Offered spring, alternate years.)*

480. Independent Study. (1-3). For the advanced student in Outdoor Education desiring work on topics of special interest in the major. Doing an independent study is dependent on the availability of faculty, their willingness to oversee the study, and the qualifications of the student.

PHILOSOPHY PH

201. Introduction to Philosophy. (3): An introduction to the major problems and systems of philosophy. This course will familiarize the student with some of the systems of philosophy which have appeared over the centuries and with some of the contemporary systems.
202. Modern Secular-Christian World Views. (3): An interdisciplinary course examining the world views, trends, and problems of twentieth-century Western man. A Christian world view and secular thought will be contrasted in several areas including science and modern literature. *Prerequisite: History 101 or 102.*
301. Ethics. (3): Ethical theories in philosophy and religion, historic ethical presuppositions underlying the development of capitalism and the emergence of a contemporary set of competing values, current ethical cases highlighting value choices and resulting consequences will be examined. *(Offered alternate years.)*
401. Seminar in Theology/Philosophy. (3): An in-depth examination of a current theme, individual or movement in theology and/or philosophy. May be repeated as content varies. *(Offered upon sufficient demand.)*
461. Philosophy of Faith and Learning Seminar. (2): A course designed to help students define their personal Christian philosophy of life by integrating faith and learning. Students will be challenged to explore their Christian calling and to consider ways in which they can exert a Christian influence in the world today. *Prerequisite: Senior status or permission of professor.*
491. Philosophy of Faith and Learning Thesis. (3): Each student will develop an in-depth paper on a specific topic growing out of the Philosophy of Faith and Learning Seminar. The topic must receive approval from a faculty committee, and the student must consult with and be advised by a faculty member on a regular basis. *Prerequisite: Philosophy 461.*

PHYSICAL EDUCATION PE

101. Beginning Jogging. (1): An activity course designed for the student to learn about the aerobic aspects of jogging and to develop a personal program of continuous jogging for 30 minutes three times per week.
111. Introduction to Principles and Philosophy of Physical Education. (3): This course is designed to provide the potential physical education professional with a knowledge of the foundations, principles and philosophies of physical education from ancient history to the present.
140. Beginning Weight Training. (1): This course is an introduction to weight training with emphasis on principles and techniques. Students will develop an individualized weight training program. Related health and safety factors will also be considered.
142. Aerobic Dance. (1): This course emphasizes movement to music as an enjoyable means of strengthening muscles, improving flexibility, and developing overall physical fitness.

143. Team Sports I (Soccer and Volleyball). (1): Eight weeks of soccer and eight weeks of volleyball. Instruction in rules, skills, and strategy. Emphasizes physical fitness.
144. Team Sports II (Basketball and Softball). (1): Eight weeks of basketball and eight weeks of softball. Instruction in rules, skills, and strategy. Emphasizes physical fitness.
145. Physical Fitness. (1): This course includes knowledge of cardiovascular endurance, maximal heart rate, and how to work out an individual program to achieve fitness.
146. Racquet Sports. (1): Eight weeks of badminton and eight weeks of tennis. Instruction in basics, such as grip, footwork, strokes, rules, strategy, and tournament play.
201. Concepts of Fitness. (2): Areas such as cardiovascular endurance, physical fitness, wellness, stress, rest, diet, lifetime sports and the values of wholesome activities are covered. Each student will complete a personal analysis of his/her own fitness based upon testing.
210. Backpacking and Orienteering. (1): This course provides an introduction to backpacking. The content will focus on backpacking and camping skills such as firebuilding, map and compass, how to purchase and use camping gear, etc. Two overnight trips will be included as part of this course.
220. Rockclimbing. (1): This course is designed for the beginning and intermediate climber. Students will learn knots, basic climbing skills, and safety.
221. Advanced Rockclimbing. (1): This course is designed for the intermediate and advanced climber. Students will learn technical rope techniques, a variety of options for top-rope setup, proper placement of rock protection, and the basics of lead climbing. *Prerequisite: permission of professor. (Offered spring semesters of alternate years.)*
230. Canoeing. (1): This course emphasizes tandem paddling skills, lake and whitewater canoeing, water safety and rescue. *Swimming ability required.*
240. Kayaking. (1): This course is designed for the beginner and intermediate kayaker. The emphasis will be placed on the Eskimo roll, basic paddling skills, lake and whitewater kayaking, water safety and rescue. *Swimming ability required.*
241. Advanced Kayaking. (1): This course is designed for the intermediate and advanced kayaker. Students will learn a variety of rescue procedures, reading the river and recognizing potential hazards, hole extractions, surfing and ender techniques. *Prerequisite: permission of professor. (Offered spring semester, alternate years.) Swimming ability required.*
250. Lifeguard Training. (1): This course covers basic water safety, including swimming strokes, rescues, and escapes. Lifeguard qualifications, pool management and safety will also be studied. Red Cross certification will be awarded to those students who meet the requirements. Swimming proficiency required.

260. Winter Outdoor Education. (1): This course will be taught in the winter months of the spring semester. the content will vary dependent on the weather. The focus will be on how to live comfortably outside in cold environments and winter ecology. Content may include cross-country skiing, winter backpacking, and snow cave building. Two overnight trips will be included as a part of this course.

270. Downhill Skiing. (1): This course is designed for the beginner and intermediate skier. The course will include two lecture classes and five ski trips to a local slope. Students will receive one hour of instruction and three hours of free skiing time during each trip. Fee. No refund after first class.

280. Discovery Wilderness Practicum. (1): A 20-day wilderness expedition which may include backpacking, rock climbing, whitewater canoeing, camping, route-finding, a solo experience and a 14-mile run. Through these experiences, students are encouraged to work together, develop an attitude of service and gain an appreciation for the natural environment. Emphasis is placed on spiritual growth and Christian fellowship.

301. Team Sports Officiating. (2): A course designed to teach students the techniques and standards of officiating with emphasis on knowing the rules of various team sports. This course would help lead to certification.

302. Methods and Materials of Coaching. (2): A course designed to introduce the student to the rudiments of coaching. Emphasis will be placed upon administrative and routine tasks plus the techniques and materials used in recruiting and coaching. *(Offered fall semester during even years only.)*

303. Physical Education Pre-Practicum. (1): A course designed to prepare the student for actual teaching and coaching with attention to professional standards, expectations, ethics, values and performance.

305. Introduction to Athletic Training. (3): The primary objective of the course is to introduce physically active people to the basic concepts of sports injury prevention, recognition, care, and rehabilitation. This course is an essential component for those entering coaching, physical education, or the field of sports medicine. *Prerequisite: Health 101.*

341. Field Education. (3-6): Supervised field education provides the student with practical on-the-job training in various areas of human service-related fields. Each field education experience is administered by the college placement office, the field education advisor, and the supervising facility. Field education may be taken more than once. No more than three semester hours may be counted toward degree requirements. Areas may include, but are not limited to the following: Campus work, child care administration, child volunteer organization work, cross-cultural service, church work, interdenominational child service, interdenominational youth service, recreation and camping work. *Prerequisite: General Education 210.*

490. Senior Seminar in Outdoor Education. (1): This seminar will prepare Outdoor Education majors to make the transition from student to professionals

in the field of outdoor education. The course will introduce job search and interview skills and will focus on gaining a deeper understanding of God's calling and bringing closure to the student's academic career. The student will complete a resume, portfolio and comprehensive assessment and exit interview. *Prerequisite: the student must be a candidate for a degree in outdoor education. (Required of all majors in their final semester.)*

PHYSICS PC

131,132. College Physics. (4,4): A series of lecture-demonstration periods in which algebra and trigonometry will be used in the mathematical analysis. Topics covered in 131 may include classical mechanics, thermodynamics, oscillations and waves. Electricity and magnetism, optics and nuclear physics will be covered in 132. The laboratory will complement the lecture material. Three hours of lecture and two hours of laboratory per week. *Prerequisite: Grade of C or above in High School Algebra II and Trigonometry (or the equivalent)or Math 141.**

201. General Physics. (4): A series of lecture-demonstration periods in which mechanics, heat, sound and wave motion are treated using calculus in the mathematical analysis. Three hours of lecture and three hours of lab per week. *Corequisite or prerequisite: Math 203.**

202. General Physics. (4): Similar to PC 201 except that the areas studied are in the fields of light, electricity, and the particles of modern physics. Three hours of lecture and three hours of lab per week. *Corequisite or prerequisite: Math 204.**

**A student may not take both Physics 131 and 201 for credit nor may a student take both Physics 132 and 202 for credit.*

POLITICAL SCIENCE PL

201. United States Government. (3): This course offers a study of national, state (including North Carolina), and local governments. Special emphasis is placed on the American democratic process so that the student may take an intelligent part in civic affairs.

202. Current Political Systems: (3): In this course, the principal current political ideologies—democracy, socialism, communism and fascism—will be analyzed in theory and practice.

PSYCHOLOGY PY

202. General Psychology. (3): A basic survey of the principles of the science of human behavior and their applications to life situations.

251. Special Studies in Psychology. (3): An elective course in psychology among several selected courses which may vary from semester to semester,

such as Psychology of Adult Development; Social Psychology; Adolescent Psychology, etc. This course, when different areas are studied, may be taken for credit more than once. *Prerequisite: PY 202 or permission of professor.*

314. Personality. (3): Basic principles of personality structure, dynamics, development, assessment, and theory are discussed. Consideration is given to both the environmental and biological determinants of personality. *Prerequisite: Psychology 202.*

315. Abnormal Psychology. (3): A survey of the current categories of abnormal behavior emphasizing symptoms, major theories of causality, and current treatment methods. *Prerequisite: Psychology 202.*

412. Theories and Principles of Counseling. (3): This course provides an examination of several of the major theories of counseling in working with individuals, families, and small groups. Included are principles and techniques utilized in assessment, crisis intervention, contracts, and development of the therapeutic relationship. A skills component is also included. *Prerequisites: Psychology 202, English 221, and Math 214.*

414. Marriage and Family Therapy. (3): A survey of the major sociological and therapeutic models applied to the understanding of healthy and dysfunctional family systems. Family systems theory is given central consideration. *Prerequisites: Psychology 202, Sociology 205, English 221, and Math 214.*

481. Directed Study and Research. (3): For majors in Human Services desiring work on topics of special interest in the major field. The major professor will supervise the study and have a minimum of fifteen contact hours with the student during the semester. A research paper will be required in the course. The course may be taken only once. *Prerequisite: Open to juniors who have completed twelve hours of course work at the 300 level or above and have received permission from the major professor and division chair.*

SOCIOLOGY SC

204. Introduction to Sociology. (3): This course deals with the general nature and principles of sociology. Special attention is given to the ecological, cultural, and psycho-social forces; to outstanding social groups; to the changing personality under the influences that play upon it through group processes.

205. Marriage and Family. (3): A study of relationships with the opposite sex from first meeting through marriage, having and rearing a family, divorce and remarriage. Current American norms and Christian principles for marriage and family life are examined.

206. Social Problems. (3): An analysis of the major social problems of contemporary society resulting from technological and social change, population pressure and resources, urbanization, poverty, minority groups with special reference to the Black conflicts regarding social values and goals, and social disorganization as related to the family, economic, religious and other institutional relationships. *Prerequisite: Sociology 204 or permission of professor.*

251. Special Studies in Sociology. (3): An elective course in sociology among several selected courses which may vary from semester to semester, such as Introduction to Criminology, Juvenile Delinquency, etc. This course, when different areas are studied, may be taken for credit more than once. *Prerequisite: Sociology 204 or permission of professor.*

311. Social Welfare and Social Services. (3): This course is a survey of the history and philosophy of social welfare and the values and practice of social services as a profession. *Prerequisite: Sociology 204.*

415. Human Sexuality. (3): A study of the historical, physiological, interpersonal, spiritual and health aspects of human sexual behavior within a Christian framework. Consideration is given to contemporary social issues: harassment, abuse, rape, homosexuality, and commercial sex. *Prerequisites: Sociology 205, English 221, and Math 214.*

481. Directed Study and Research. (3): For majors in Human Services desiring work on topics of special interest in the major field. The major professor will supervise the study and have a minimum of fifteen contact hours with the student during the semester. A research paper will be required in the course. The course may be taken only once. *Prerequisite: Open to juniors who have completed twelve hours of course work at the 300 level or above and have received permission from the major professor and division chair.*

SPANISH SP

101-102. Elementary Spanish. (3,3): For those who have had less than two years of high school Spanish or whose proficiency examination does not permit them to enter the 200 level. Emphasis upon fundamentals of grammar, vocabulary, composition, pronunciation, and conversation. Four hours of class and lab per week.

201-202. Intermediate Spanish. (3,3): An intermediate course to develop reading and composition skills, to provide practice in translation of selected readings and oral facility in the Spanish language. Four hours of class and lab per week. *Prerequisites: Spanish 101-102 or placement test or permission of the professor.*

303, 304. Advanced Conversation and Composition. (3,3): A detailed study of the fundamentals of Spanish usage, oral and written. Training in correct pronunciation is stressed in conversation based on practical subject matter of everyday life in Spain and Spanish-speaking countries. *Prerequisites: Spanish 201-202 or equivalent. (Offered upon sufficient demand.)*

305. Selected Readings in Spanish Literature. (3): Class and readings will be in Spanish using literature from Spain. *Prerequisites: Spanish 201-202 or equivalent. (Offered alternate years with Spanish 303 and 304.)*

306. Selected Readings in Latin American Literature. (3): Class and readings will be in Spanish using literature from Latin America. *Prerequisites: Spanish 201-202 or equivalent. (Offered alternate years with Spanish 303 and 304.)*

SPECIAL PROGRAMS

AN ADVENTURE OF THE AMERICAN MIND

An Adventure of the American Mind (AAM) is a project designed to train in-service and pre-service classroom teachers and college teacher education faculty to access, use and produce curriculum utilizing the Internet and the digitized primary source materials from the collections of the Library of Congress. Website: aam.montreat.edu.

CHRISTIAN ENVIRONMENTAL STUDIES CENTER (CESC)

The Christian Environmental Studies Center (CESC) seeks to provide an information exchange between scientists and the Christian Community, launching collaborative efforts that integrate Christian Environmental Organizations. These collaborative efforts may involve conference activities, course/workshop development, information services, curriculum development, and communication between organizations within the communities. Montreat College, uniquely placed among numerous Christian Conference Centers, additionally strives to prompt the integration of these services with collaborative efforts of the Scientific Environmental Christian Community. Montreat College seeks to host and/or formulate these collaborative efforts within the southeast and across the nation.

DISCOVERY

Montreat College offers a unique 20-day wilderness experience called Discovery. Backpacking, whitewater canoeing, rockclimbing, route finding, mountain biking and a solo experience are all part of the program. Traveling in small groups of 8–12, students will experience the beauty and challenge of Pisgah National Forest and Linville Gorge Wilderness Area, pristine mountain environments located within one hour's drive of Montreat. While developing camping skills and learning to navigate cross-country, students will be learning to develop qualities of teamwork and servanthood. Participants may also discover new insights in their relationship with God and others as they study the Bible and seek to apply its message on a daily basis. More than just a

camping trip, Discovery offers an opportunity for spiritual growth, reliance on others and gaining a new appreciation for God's creation. The course is offered during the summer session (usually during the month of May—see the course description for Outdoor Education 280).

McCALL

Montreat College's Center for Adult Lifelong Learning (McCALL) is a community-directed effort to promote non-credit educational experiences on campus. Members of McCALL determine fees, curriculum, and course leaders. Course offerings occur during the college's academic semesters, and classes meet in available classrooms. In addition to educational opportunities, McCALL provides for members social activities, including teas, lecture series, and other cultural events. Lifelong learning, regardless of the format, is the central driving force behind all that McCALL does.

TRAVEL SEMINARS

As an academic community, Montreat College seeks to provide students with a total educational experience which is international in scope and multicultural in perspective. In this regard, travels both at home and abroad, for credit and non-credit, are made available. Tours of a historical, biblical, and general interest nature are offered during semester breaks and the summer. These travel seminars are led by experienced faculty members and professional tour guides. Travel experiences are arranged in conjunction with the Office of Academic Affairs.

YOUNG LIFE

Over the past decade, an exciting relationship with Young Life has developed at Montreat College which allows students to be involved with Young Life at a number of levels. Young Life staff help design and teach academic classes within the Christian Ministries Division that deal specifically with Young Life's philosophy of ministry and preparation for post-college work in Young Life ministry. (See CM 481 on page 123.) Montreat students can become involved in QUEST group which offers fellowship and training opportunities for leadership. Young Life staff also provide close training for Montreat students committed to leadership at the Young Life "club" at the local Owen High School in Black Mountain.

OPPORTUNITIES IN THE COUNCIL FOR CHRISTIAN COLLEGES AND UNIVERSITIES

Because Montreat College is a member of a council of more than 95 private liberal arts Christian colleges and universities, a number of off-campus learning opportunities exist. For further information, write or call the Council for Christian Colleges and Universities, 329 Eighth Street NE, Washington, DC 20002. Phone: 202-546-8713. Fax: 202-546-8913. E-mail: student-programs @cccu.org. Website: http://www.cccu.org.

1. Participation in the Off-Campus Studies Programs requires the permission of the Vice President and Dean of Academics.
2. Students are encouraged to participate prior to their last college semester, and the program is typically limited to seniors and juniors who have a serious Christian commitment and a strong academic record.
3. Students will be assisted by the college's Financial Aid Office in attempting to meet program costs; however, no Montreat College funds will be awarded in excess of the ordinary college semester residential cost. Students will not be eligible for college work-study or any aid which ordinarily requires on-campus participation and effort.
4. Students will pay the college, and the college will in turn be billed by the Council for Christian Colleges and Universities. The college is responsible for ensuring payment of fees, with the exception of the original $100 application fee, which is paid directly to the Council by the student. The college will charge a $100 administrative fee in addition to the Council for Christian Colleges and Universities charges.
5. All academic credit will be issued from Montreat College. Whether credit may be applied toward a major will be a decision made by the academic division of the major. Students will be deemed enrolled at the college on an extension campus.
6. Students will act at all times as representatives of Montreat College and will comply with the behavioral code of the program.

AMERICAN STUDIES PROGRAM (ASP)

Founded in 1976, the American Studies Program has served hundreds of students from Council member institutions as a "Washington, D.C., campus." ASP uses Washington as a stimulating educational laboratory where collegians gain hands-on experience with an internship in their chosen field and explore pressing national and international issues in public policy seminars which are issue-oriented, interdisciplinary and led by ASP faculty and Washington

professionals. Internships are tailored to fit the student's talents and aspirations and are available in a wide range of fields. ASP bridges classroom and marketplace, combining biblical reflection, policy analysis and real-world experience. Students are exposed to on-the-job learning that helps them build for their future and gain perspective on the calling of God for their lives. They are challenged in a rigorous course of study to discover for themselves the meaning of Christ's lordship in putting their beliefs into practice. The aim of the program is to help Council schools prepare their students to live faithfully in contemporary society as followers of Christ. Students earn 16 semester hours of credit.

CHINA STUDIES PROGRAM (CSP)

The China Studies Program, began in the Spring of 1999, allowing students to engage this large and intriguing country from the inside. While living and experiencing Chinese civilization firsthand, students participate in seminar courses on the historical, cultural, religious, geographical and economic realities of this strategic and populous nation. In addition to the study of standard Chinese, students will be given such opportunities as assisting Chinese students learning English or working in an orphanage, allowing for one-on-one interaction. The program seeks to introduce students to the diversity of China, including Beijing, Shanghai and Xi'an. This interdisciplinary, cross-cultural program of study enables Christian students to deal with this increasingly important part of the world in an informed, Christ-centered way. Students earn 16 semester hours of credit.

LATIN AMERICAN STUDIES PROGRAM (LASP)

Students of Coalition member colleges have the opportunity to live and learn in Latin America through the Latin American Studies Program, based in San Jose, Costa Rica. The program seeks to introduce students to as wide a range of Latin American experiences as possible through the study of the language, literature, culture, politics, history, economics, ecology and religion of the region. Living with a Costa Rican family, students experience and become a part of the day-to-day lives of typical Latin Americans. Students also participate in a service opportunity and travel for three weeks to nearby Latin American nations. Students participate in one of four concentrations: Latin American Studies (offered both fall and spring terms); Advanced Language and Literature (Limited to Spanish majors and offered both fall and spring terms); International Business and Management (offered only in the fall term); and Tropical Sciences (offered only in the spring term). Students in all concentrations earn 16 semester hours of credit.

LOS ANGELES FILM STUDIES CENTER (LAFSC)

The Los Angeles Film Studies Center is designed to train students of Council member institutions to serve in various aspects of the film industry with both professional skill and Christian integrity. Students live, learn and work in the Los Angeles area near major studios. The curriculum consists of two required seminars focusing on the role of film in culture and the relationship of faith to work in this very important industry. In addition, students choose two elective courses from a variety of offerings in film studies. Internships in various segments of the film industry provide students with hands-on experience. The combination of the internship and seminars allow students to explore the film industry within a Christian context and from a liberal arts perspective. Students earn 16 semester hours of credit.

MIDDLE EAST STUDIES PROGRAM (MESP)

The Middle East Studies Program, based in Cairo, Egypt, allows Council students to explore and interact with the complex and strategic world of the modern Middle East. The interdisciplinary seminars give students the opportunity to explore the diverse religious, social, cultural and political traditions of Middle Eastern people. In addition to seminars, students study the Arabic language and work as volunteers with various organizations in Cairo. Through travel to Israel, Palestine, Jordan, Syria and Turkey, students are exposed to the diversity and dynamism of the region. The MESP encourages and equips students to relate to the Muslim world in an informed, constructive and Christ-centered manner at a time of tension and change. Students earn 16 semester hours of credit.

OXFORD HONOURS PROGRAMME (OHP)

Honors and other highly qualified students of Council member institutions have the exciting opportunity to study in England through an interdisciplinary semester at Oxford University. The rigorous academic program, aimed at increasing critical thinking skills and scholarship from an integrated Christian perspective, allows participants to choose from a wide variety of tutorial study programs in numerous disciplines, including the arts, religion, history, literature and philosophy. In addition to two Oxford tutorials, students participate in a seminar and an integrative course through which they produce a scholarly project or term paper. Field trips provide opportunities for experiential learning in England's rich historical setting. Students earn 16 semester hours of credit.

RUSSIAN STUDIES PROGRAM (RSP)

RSP students are exposed to the depth and diversity of Russian culture during a semester spent in Russia's three largest cities: Moscow, St. Petersburg and Nizhni Novgorod. In addition to three seminar courses entitled *History and Sociology of Religion in Russia; Russian Peoples, Cultures and Literature;* and *Russia in Transition;* students receive instruction in the Russian language, choosing either four or six semester hours of language coursework. For those opting for four hours of Russian, a seminar course entitled *International Relations and Business in Russia* is available. The RSP strives to give students as wide an experience as possible in this complex nation, beginning with time in Moscow, the heart of both medieval and modern Russia. Students then spend 12 weeks in Nizhni Novgorod, a strategic city on the Volga River. After six weeks of language instruction, students live with a Russian family for the remainder of their stay in this city. Students also participate in a service opportunity in Nihni Novgorod. The program concludes with time in the complex and intriguing city of St. Petersburg, the Russian "window to the West." Students generally earn 16 semester hours of credit.

ADDITIONAL PROGRAMS AFFILIATED WITH THE COUNCIL FOR CHRISTIAN COLLEGES AND UNIVERSITIES

OXFORD SUMMER SCHOOL PROGRAMME

The summer equivalent of the Oxford Honours Programme allows students of Council member institutions to spend a summer term studying at the Centre for Medieval and Renaissance Studies (CMRS) of Keble College at Oxford University. The program includes multi-disciplinary study of the Renaissance and Reformation through examination of philosophy, art, literature, science, music, politics and religion of early modern Europe in a choice of lectures, seminars and field trips. Students earn 6–9 semester credits, which are administered directly to member institutions by CMRS.

SUMMER INSTITUTE OF JOURNALISM

Council campuses are invited to choose two student journalists to apply for this four-week, all-expenses-paid experience in Washington, D.C. Fifteen students are selected to participate in the Institute, which lasts from mid-May to mid-June. The Institute blends classroom experience with hands-on work and is an

excellent opportunity to learn through lectures and panels with leading journalists who share a strong Christian commitment. Participants also participate in seminars taught by communications professors from Council member institutions, take part in field trips, and complete workshop projects for local newspapers. The course provides valuable insight and training in gathering and writing news, editing copy and designing layout. The Institute seeks to develop students as Christian journalists—exhibiting both professionalism and legal/ethical integrity. Students earn 4 semester hours of credit.

NETHERLANDIC STUDY PROGRAM IN CONTEMPORARY EUROPE

This program provides the opportunity to live in Amsterdam, one of the centers of the Western European community. Participants receive 16 semester credits from courses in language, literature, the arts, history and politics. Options also exist for individualized study in other disciplines.

BOARDS AND OFFICERS

2000-2001 BOARD OF TRUSTEES*

Mr. E. Andy Andrews	Black Mountain, NC
Mrs. Sarah F. Belk	Charlotte, NC
Mr. Joseph R. Budd	Winston-Salem, NC
Mrs. Alexandra H. Davis	Raleigh, NC
Dr. William E. Dudley	Signal Mountain, TN
Dr. J. Howard Edington	Orlando, FL
Mrs. Rose Anne J. Gant	Burlington, NC
Mrs. Jane Austin C. Graham	Boone, NC
Ms. Martha Guy	Newland, NC
Mr. R. Hutchins Hodgson, Jr.	Roswell, GA
Mr. Rex V. Hoffman III	Asheville, NC
Mrs. Lucielle G. Hunter	Charlotte, NC
The Rev. George B. Hutchins	Black Mountain, NC
Mrs. Addie Hymes	Winston-Salem, NC
Mr. Hugh M. Inman	Atlanta, GA
Mrs. Barbara D. Johnston	Knoxville, TN
Mr. Joseph A. Kordick	Palm City, FL
Mrs. Helen L. Lancaster	Bellaire, TX
Dr. Matthew McGowan	Chestnut Mountain, GA
Mrs. Elizabeth Nisbet Miller	Charlotte, NC
Dr. Donald R. Mitchell	Charlotte, NC
Mr. William A. Mitchell, Jr.	Atlanta, GA
Mrs. Elizabeth E. Morgan	Laurel Hill, NC
Mr. William S. Orser	Raleigh, NC
Mr. Nam Y. Park	Spring, TX
The Rev. Norman Sanders, Jr.	Asheville, NC
Mrs. Suzanne R. Sloan	Charlotte, NC
Mr. Mark F. Snoddy, Jr.	Roswell, GA
Mrs. Carol W. Temple	Montreat, NC
Mrs. Lynne P. Veerman	Orlando, FL
Mr. Robert W. Wynne	Raleigh, NC
Mr. Charles M. Zeiser	Chattanooga, TN

TRUSTEES EMERITI

S. Elliot Belcher, Jr. ..... Brent, AL
Ruth B. Graham ..... Montreat, NC
R. F. McCoy ..... Laurinburg, NC
J. Alfred Miller ..... Asheville, NC
James L. Morgan ..... Laurel Hill, NC
C. Morris Newell ..... Charlotte, NC
D. Edward Renegar ..... Stuart, VA

**As of March 17, 2000*

2000-2001 BOARD OF VISITORS

Mr. and Mrs. John Ager ..... Fairview, NC
Mr. and Mrs. John M. Akers ..... Gastonia, NC
The Rev. and Mrs. W. Kirk Allen ..... Montreat, NC
Mr. and Mrs. Joseph Allred ..... Greensboro, NC
Dr. and Mrs. Joel L. Alvis, Sr. ..... Montreat, NC
Mr. and Mrs. Kevin Auman ..... Black Mountain, NC
Mr. and Mrs. Lamar Bailes ..... Walhalla, SC
Mr. and Mrs. Joel M. Barker ..... Montreat, NC
Mrs. W. C. Beaty ..... Seneca, SC
Mr. and Mrs. H. Brett Blizzard ..... Wilmington, NC
Mr. and Mrs. Victor Bowman ..... Hickory, NC
Ms. Candy Bridges ..... Charlotte, NC
Mr. and Mrs. George Briggs ..... Arden, NC
Mr. and Mrs. Robert Brill ..... Palm City, FL
Dr. and Mrs. Nathan Burkhardt ..... Asheville, NC
Mrs. Katherine Currie Campbell ..... Montreat, NC
Mrs. R. LeRoy Campbell ..... Newton, NC
Mr. and Mrs. George Culp ..... Concord, NC
Mrs. Price Daniel ..... Liberty, Texas
Mr. and Mrs. John H. Dawson ..... Greensboro, NC
Mr. and Mrs. A. H. Deudney ..... Winston-Salem, NC
Mrs. Richard W. Dunn ..... Spartanburg, SC
Mr. and Mrs. Dean Dusthimer ..... Montreat, NC
Mr. and Mrs. James Field ..... Montreat, NC
Mr. and Mrs. Larry Fincher ..... Asheville, NC
Mr. and Mrs. Albert Fink ..... Swannonoa, NC
Mr. and Mrs. David K. Fort ..... Asheville, NC
Ms. Jane Frist ..... Montreat, NC

Mrs. Nancy B. Garrison ..... Black Mountain, NC
Mr. and Mrs. Gary R. Hamrick ..... Black Mountain, NC
Ms. Mary W. Hartford ..... St. Simons Island, GA
Dr. and Mrs. Robert Headley ..... Black Mountain, NC
Mr. and Mrs. Mac Hester ..... High Point, NC
Dr. and Mrs. Myers Hicks ..... Florence, SC 29501
Mr. Mark Thomas Higgins ..... Durham, NC
Dr. and Mrs. Colin M. Hudson ..... Asheville, NC
Mr. and Mrs. Lloyd O. Hughes ..... Greensboro, NC
Dr. Ben Hunter ..... Montreat, NC
Dr. David L. Hurt ..... Williamsburg, VA
Mr. and Mrs. William Jackson ..... Decatur, GA
Mr. Gene B. Johnson ..... Fairview, NC
Mr. and Mrs. George Klein ..... Winston-Salem, NC
Ms. Elizabeth Lancaster ..... Montreat, NC
Miss Mary E. Lucas ..... Staunton, VA
Mr. and Mrs. Jack Matney ..... Charlotte, NC
Miss Elizabeth H. Maxwell ..... Black Mountain, NC
Mr. and Mrs. Jack McCaskill ..... Montreat, NC
Ms. Shirley McIntosh ..... Black Mountain, NC
Mr. and Mrs. James A. McNair ..... Montreat, NC
Mr. and Mrs. Thomas W. Morgan ..... Apex, NC
Dr. and Mrs. Charles Nance ..... Wilmington, NC
Mrs. Marion Nebel ..... Charlotte, NC
Mr. and Mrs.168ederick L. Smyre, III ..... Gastonia, NC
Dr. and Mrs. David Starkey ..... Black Mountain, NC
Dr. and Mrs. Herbert Stoutenburg ..... Hickory, NC
Mr. and Mrs. Allen Thomas ..... Altamonte Springs, FL
Rev. and Mrs. Leslie Tucker ..... Montreat, NC
Mrs. James B. Webb ..... Clearwater, FL
Ms. Agnes Wiles ..... Columbia, SC
Mrs. Eugene G. Wilson ..... Winston-Salem, NC
Mr. and Mrs. Victor E. Woodman ..... Winter Park, FL
Ms. Elizabeth Woodward ..... Highlands, NC
Mr. and Mrs. James J. Wright, III ..... Asheville, NC
Mr. and Mrs. Robert W. Wynne ..... Montreat, NC

2000-2001 ALUMNI ASSOCIATION OFFICERS

President ..... Priscilla Maxwell '88, Charleston, WV
Immediate Past President ..... Jill Sarver '71,Virginia Beach, VA
First Vice President ..... Pam Eastridge '74, Black Mountain, NC

Second Vice President ..... Charlie Wagley '63, Bethesda, MD
Secretary ..... Joe Britton Kelley '88, Skyland, NC
Faculty Representative ..... Dr. Charles Risher, Black Mountain, NC
Members-at-large ..... Frankie Hall Robbins '46, Knoxville, TN
Carol Davis '53, Black Mountain, NC
Michael Grove '78, Black Mountain, NC
William Caudle '97, Harrisburg, NC

ADMINISTRATION AND FACULTY

2000-2001 ADMINISTRATIVE OFFICERS

President ..... William W. Hurt, B.S., M.E.
Chaplain ..... J. Edward Bonner, B.A., M.Div.
Vice President and Dean of Academics ..... Beth M. Doriani, B.A., M.A., Ph.D.
Dean of Students ..... Charles A. Lance, A.S., B.S., M.A. Ed.
Vice President for Advancement
& Strategic Planning ..... M. Jac Whatley, B.A., J.D.
Vice President for Finance
& Information Technology ..... Dirk E. Wilmoth, B.A., M.P.A., M.S., Ph.D.
Dean of Adult Education/Dir. of M.B.A. ..... Isaac B. Owolabi, B.S., M.S., Ph.D.
Dean of Admissions and Financial Aid ..... Lisa H. Lankford, B.S.
Director of Athletics ..... John J. Sullivan, B.A., M.A.

ADMINISTRATIVE AND SUPPORT STAFF

Scott Adams ..... Director of Safety and Security
Rob Anderson ..... Director of Student Services
David Ballenger ..... Men's Soccer Coach
Connie Bouldin ..... Health Service Nurse
Knox Bridges ..... Charlotte Regional Advancement
Toby Brooks ..... Volleyball/Softball Coach
Laura Brown ..... Associate Director of Student Services-SPAS
Judith Bugniazet ..... Associate Library Director
David Caldwell ..... Media/Technology Assistant
Darin Chaplain ..... Baseball Coach
Teresa Chaplain ..... Registrar
Erik Chuprevich ..... Library/Information Technology Coordinator-SPAS
Mae Clements ..... Administrative Assistant Business Office
Mindy Clinard ..... Director of College Communications
Kim Collins ..... Administrative Assistant Academic Dean
Billy Conley ..... JV Baseball/Assistant Baseball Coach
Carmen Copenhaver ..... Director of Counseling
Anita Darby ..... Director of Admissions
Priscilla Dreisbach ..... Administrative Assistant to Dean of Adult Education
Tiffany Drummond ..... Admissions Recruiter
Phoebe Duncan ..... Advancement Records
Alan Edwards ..... Facilities Engineer
Brenda Elliott ..... Accounts Payable
Sharon Forstchen ..... Switchboard
Teresa Foster ..... Director of Student Services-SPAS
Monty Fountain ..... Coordinator Computer Services-SPAS
Daune Gardner ..... Coordinator of-SPAS Plus Program

Bob Graham ..... Advancement Associate for Alumni Affairs
Joe Hagan ..... Cross Country/Women's Basketball Coach
Teri Hampton ..... Assistant Registrar
Linda Harrison ..... Housekeeping Supervisor
Dan Hensley ..... Maintenance Supervisor
Joey Higgins ..... Associate Director of Admissions
Jim Higley ..... Sports Information Director/Men's & Women's Tennis Coach
Lynn Holman ..... Library Services Manager
Ruth Logan ..... Registrar Assistant/VA Representative
Roderick Lorenzen ..... Coordinator of Charlotte Campus-SPAS
Myrtle Martin ..... Financial Aid Counselor-SPAS
Tom McMurtry ..... Director of Campus Wide Technology
Jane Milam ..... SPAS Administrative Support
Alex Miller ..... Senior Advancement Associate
Glenda Morrow ..... Coordinator of Financial Aid
Anita Nanney ..... Assistant Business Manager
Mark Neil ..... Director of Auxiliary Services
Bob Neil ..... Director of Special Programs
Wanda Olson ..... Director of Financial Aid
Sandra Owen ..... Administrative Assistant for Student Services
Anne Ownbey ..... Administrative Assistant to President
Tom Oxenreider ..... Assistant Dean Residence Life & Career Development
Margo Payne ..... SPAS Coordinator of Enrollment
Elizabeth Pearson ..... Library Director
Teresa Price ..... Director of Conference Relations
Adrienne Redman ..... Admissions Office Manager
Bill Robinson ..... Men's Basketball Coach
Carolyn Sanders ..... Office Manager Advancement/Special Events Coordinator
Debbie Sanders ..... Financial Aid Secretary
William Schieche ..... Network Administrator
Matthew Schnieder ..... Admissions Recruiter
Jeff Sheets ..... Resident Director Davis Dorm/Director of Student Activities
Cyndy Smell ..... Administrative Assistant Library of Congress Project
Jeffrey Smell ..... Athletic Trainer/Compliance Officer
Palin Spruance ..... Controller
Linda Stine ..... Student Accounts Receivable
Karen Taylor ..... Financial Aid Assistant
Kathryn Sundahl ..... Computer Technology
Drake Thomas ..... Systems Technology Advisor Library of Congress Project
Linda Thompson ..... Health Service Nurse
Wendy Trivette ..... Educational Technology Advisor Library of Congress Project
Phyllis Utley ..... Resident Director McGregor Dorm/Leadership Development
Alan Wark ..... Project Manager Library of Congress Project
Dottie Warren ..... Coordinator of Program Services-SPAS
Michael White ..... Howerton Resident Director/Women's Soccer Coach
Kathleen Wince ..... Resident Director Anderson Dorm/Career Counselor
Deborah Wright ..... Director Charlotte Campus-SPAS

PROFESSORS EMERITI

Virginia Buchanan, B.A., M.A.L.S.
John R. Crawford, B.A., M.Div., Ph.D.
Elizabeth H. Maxwell, A.B., M.A.
John T. Newton, B.E.E., Th.M., Ph.D.
David L. Parks, B.E.E., M.Div., D.D.
Charles Larry Wilson, B.S., M.S., Ph.D.

2000-2001 MONTREAT COLLEGE FULL-TIME FACULTY

Aaron, Grace (2000) ..... Spanish
B.A., The College of William and Mary; M.A., University of North Carolina at Chapel Hill; Ph.D. University of North Carolina at Chapel Hill

Anderson, Rob (1999) ..... Bible, Christian Ministries, Freshman Seminar
B.A., The Citadel; M. Div., The Southern Baptist Theological Seminary

Ballenger, David (1999) ..... Physical Education
B.S., Samford University; M.S., University of Alabama at Birmingham

Bamberg, Stanley W. (1994) ..... Bible, Christian Ministries
B.A., University of Montevallo; M.Div., Reformed Theological Seminary;.. Doctorandus, Free University of Amsterdam; additional graduate study: University of Alabama

Beymer, Mark (1998) ..... Business
B.A., Northwest Nazarene College; M.Rel., Warner Pacific College; M.P.A., Portland State University; Ph.D., Portland State University

Blanton, Gregg (1997) ..... Human Development
B.S., Evangel College; M.Ed., Converse College; M.Ed., Clemson University; Ed.D., East Texas State University

Bonner, J. Edward (1992) ..... Bible
B.A., Flagler College; M. Div., Colgate Rochester Divinity School

Braboy, Beth A. (1998) ..... Teacher Education
B.S., M.A., Ed.D., University of Central Florida

Britton, Dale H. (1989) ..... French
B.A., University of Tennessee; M.A., University of Pittsburgh

Bugniazet, Judith B. (1988) ..... Associate Library Director
B.A., University of North Carolina at Asheville; M.L.S., University of North Carolina at Greensboro

Chaplain, Darin D. (1992) ..... Physical Education
B.S., Georgia College; M.Ed., East Tennessee State University

Chaplain, Teresa P. (1995) ..... General Education, Registrar
B.S., Carson-Newman College; M.Ed., East Tennessee State University

Chesky, John A. (1990) ..... Teacher Education, English
B.S., Clarion University of Pennsylvania; M.A., Georgetown College; Ed.D., University of Kentucky

Copenhaver, Carmen A. (1991) ..... Human Development
A.A., B.A., Bluefield College; B.A., Concord College; M.A., University of Texas University

Daniel, R. Bradley (1984) ..... Environmental Studies,Outdoor Education
A.A., Brevard College; B.A., Appalachian State University; M.A., Appalachian State University; M.S., Northern Illinois University, Northwestern Illinois University

Davis, Lloyd J. (1979) ..... Mathematics, Physics
B.A., Miami University; M.A., Miami University; additional graduate study: Purdue University, Texas A & M, University of Kentucky, Kent State University, Western Carolina University, The University of Maryland

Fapetu, Abiola O. (1995) ..... Business
Higher National Certificate, North London University; M.B.A., United States International University; D.B.A., United States International University

Forstchen, William R. (1993) ..... History
B.A., Rider College; M.A., Purdue University; Ph.D., Purdue University

Fuller, Brian D. (1992) ..... English Communications
A.A., Montreat-Anderson College; B.A., University of North Carolina at Greensboro; M.F.A., University of North Carolina at Greensboro

Glassford, Darwin K. (1989) ..... Bible, Christian Ministries
A.S., Montreat-Anderson College; B.A., Taylor University; M.A., Wheaton Graduate School; M.Div., Trinity Evangelical Divinity School; Ph.D., Marquette University; Additional graduate study: Covenant Theological Seminary, Reformed Theological Seminary

Gorman, Kevin J. (1996) ..... Business
B.S.Ed., University of Massachusetts; M.B.A., California State University; Ph.D., Texas A & M University

Gray, Richardson K. (1975) ..... English
B.A., Malone College; M.A., Ohio University; Ph.D., Ohio University

Guffey Jr., James K. (1992) ..... Outdoor Education
B.S., Montreat-Anderson College; M.S., Mankato State University

Higley, Jim (1999) ..... Business
B.B.A., Western Michigan University; M.Ed., Florida Atlantic University

Hurt, William W. (1991) ..... President
B.S., University of Tennessee; M.E., University of Florida

Johnson, Mark D. (1994) ..... Music
B.S., Oral Roberts University; M.M., Oklahoma City University; D.M.A., Louisiana State University

Joyce, Brian J. (1996) ..... Biology/Environmental Studies
B.S., Pennsylvania State University; M.S., Pennsylvania State University

Joyner, Roseanne (2000) ..... Teacher Education
B.S., East Tennessee State University; M.Ed., Mississippi State University; Ph.D., University of Southern Mississippi

King, Don W. (1974) ..... English
B.A., Virginia Polytechnic Institute; M.A., Southern Illinois University; Ph.D.,University of North Carolina at Greensboro; Additional graduate study: University of Tennessee at Knoxville, University of Virginia, Cambridge University

Lassiter, Mark T. (1992) ..... Biology, Environmental Studies
B.S., The College of William and Mary; M.A., The College of William and Mary; Ph.D., North Carolina State University

Lewis, N. Teresa (1987) ..... Human Development, Christian Education
B.S., The University of South Carolina; M.A., The Southern Baptist Theological Seminary; Ph.D.,The Southern Baptist Theological Seminary

Lundblad, Bonnie J. (1969) ..... English
B.S., Northern Illinois University; M.S., Northern Illinois University; additional graduate study: Western Carolina University, Appalachian State University, University of Denver, New York University, Northern Illinois University

McDanel, Peter W. (1986) ..... Computer Science, Business
B.S., Duquesne University; M.S., University of Florida

McMurtry, Kim A. (1997) ..... English
B.A., Montreat-Anderson College; M.A., Western Carolina University

Owolabi, Isaac B. (1994) ..... Business
B.S., University of Wisconsin; M.S., University of Wisconsin; Ph.D., University of Minnesota

Pearson, Elizabeth R. (1978) ..... Director of the Library
B.S.H.E., University of North Carolina at Greensboro; M.S.L.S., University of North Carolina at Chapel Hill

Rajagopal, Sanjay (1999) ..... Business
B.A., University of Delhi, India; M.A., Jawaharlal Nehru University, New Delhi, India; M.B.A., Western Carolina University; D.B.A., Mississippi State University

Risher, Charles A. (1987) ..... History, Political Science
B.A., Belhaven College; M.A., Mississippi State University; M.Div., Emory University; Ph.D., Mississippi State University; additional graduate study: Princeton Theological Seminary, Georgia State University

Robinson, William (1999) ..... Physical Education
B.S., The Kings College; M.Ed., The University of Texas at Tyler

Shuman, Dorothea K. (1996) ..... Outdoor Education
B.S.Ed., State University College at Cortland; M.S., The Pennsylvania State University; Ph.D., University of Idaho

Sonnenberg, Michael J. (1986) ..... Biology, Environmental Studies
B.A., Taylor University; M.S., Michigan State University; M.Div., North American Baptist Seminary; additional graduate study: Ball State University, New York University

Southerland, James D. (1987) ..... Art
B.F.A., East Carolina University; M.F.A., Pennsylvania State University

Sperry, Dave (1999) ..... Outdoor Education
B.A., Houghton College; M.S. Ed., Alfred University

Stackhouse, Eunice W. (1996) ..... Music
B.M., Grace College; M.M., Indiana University School of Music; D.M.A., Univérsity of Kansas; additional graduate study: University of Minnesota, Duquesne University

Sullivan, John J. (1994) ..... Business
B.A., University of Southern California; M.A., Webster University

Thielman, Samuel B. (1997) ..... Religious Spirituality and Health
B.A., Wheaton College; M.D., Duke University School of Medicine; A.M., Duke University Graduate School; Ph.D., Duke University Graduate School; additional qualifications in General Adult and Geriatric Psychiatry; diplomat of the American Board of Psychiatry and Neurology.

Trivette, Wendy (2000) ..... Teacher Education
B.T., Appalachian State University; M.A., Appalachian State University

Van Brocklin, Gary R. (1995) ..... Bible, Cross-Cultural Studies
B.A., Stanford University; M.Div., Fuller Theological Seminary; D.Min., Fuller Theological Seminary

Walters, David E. (1995) ..... Business
A.A., Montreat-Anderson College; B.S., Florida State University; M.S., Central Michigan University

Wark, Alan (1999) ..... Teacher Education
B.A., University of Central Florida; M.P.A., Appalachian State University; Ed.D., Appalachian State University

INDEX

Academic Advising 45
Academic Calendar 3
Academic Grievances 54
Academic Probation 53
Academic Program 43
Academic Suspension 54
Accreditation 43
Administration and Support Staff 170
Admission Requirements 16
Adult Education (SPAS) 107
Affiliation 7
Alumni Association Officers 169
American Studies 69
An Adventure of the American Mind Project 159
Art 71
Associate Degree Requirements 103
Athletics 8
Baccalaureate Degree Requirements 63
Bible and Religion 71
Board of Trustees 166
Board of Visitors 167
Business Administration 73
Cable Television Service 27
Campus Locations 10
Campus Store 27
Career Development 41
Change of Schedule 55
Chapel and Convocations 35
Christian Education 122
Christian Environmental Studies Center 159
Christian Ministries 122
Class Attendance 55
Classification of Students 49
College Buildings and Facilities 10
Computer Facilities 14

Core Requirements for General Education 67
Costs
Room 23
Board 23
Tuition 23
Additional Fees 23
Council for Christian Colleges and Universities Opportunities 161
Counseling Services 40
Courses of Instruction 109
Degree Requirements 61
Direct Transfer Programs 58
Directory ..... IBC
Discovery/Wilderness Program 159
Dual Major 66
Educational Objectives 6
Elementary Education 78
English 81
Environmental Studies 84
Expectations and Requirements 35
Faculty 172
Field Education 57
Final Examinations 55
Financial Aid 28
Financial Information 23
Foundations of the College 5
General Studies Policy 46
Good Academic Standing 53
Grade Point Average 49
Grading System 48
Graduation 56
Health Service 41
History 87
History of the College 8
Honor System 36
Honors 50
Human Services 90
Intercollegiate Athletics 39
Internship 57

Introduction to Montreat College 7
Laundry Service 27
Library Facilities 12
Licensure-Only Students 80
Majors 43
Master of Arts in Teaching with Technology 81
Master of Business Administration (SPAS) 107
Mathematics 92
Maximum Class Load 47
McCall 160
Minimum Class Load 47
Minors 44
Mission of the College 5
Modern Languages 86
Music 96
Other Facilities in Montreat Used by the College 14
Outdoor Education 101
Part-time Students 20
Physical Education 102
Pre-Professional Studies 66
Progress Reports 49
Readmission of Former Students 19
Refund Policy 25
Registration 45
Required Courses 46
Residence Life 42
Residency Requirements 19
Rights Reserved by the College 58
Scholarships 29
School of Professional and Adult Studies 107
Social Opportunities 35
Special Programs 159
Standards of Conduct 36
Student Life 34
Student Organizations and Services 37
Summer Session 56
Teacher Education 76
Telephone Service 27

Time-Shortened Degree Opportunities 20
Transcript of Record 57
Transfer Credit—Conditions of Acceptance 65
Transfer Students 17
Travel Seminars 160
Tutoring Program 47
Veterans Benefits 33
Vision 7
Withdrawal from the College 57
Young Life 160

MONTREAT COLLEGE DIRECTORY

Montreat College	828-669-8012 + ext. (see list below)
Montreat College Admissions	1-800-622-6968
School of Professional and Adult Studies (SPAS)	Charlotte, 1-800-436-2777 Asheville, 1-800-806-2777
Academic Programs, Faculty	Academic Affairs Office, ext. 3621
Academic Records, Transcripts, Registration	Registrar's Office, ext. 3733
Admission Information, Campus Visits	Admissions Office, 1-800-622-6968
Advancement	Advancement Office, ext. 3709
Alumni Information	Alumni Affairs Office, ext. 3703
Career Counseling	Career Development, ext. 3511
Cost, Tuition, Payments, Student Accounts	Business Office, ext.3753
Counseling Services	Counseling Center, ext. 5004
Financial Aid, Loans, Scholarships	Financial Aid Office, ext. 3790
Graduate Programs (SPAS)	SPAS Office, 1-800-436-2777
Health Center, School Nurse	Health Center, ext. 5003
Intercollegiate Athletics	Athletic Director's Office, ext. 3401
Internships, Field Education	Academic Affairs Office, ext. 3621
Library	L. Nelson Bell Library, ext.3502
Montreat College Center for Adult Lifelong Learning (McCALL)	McCALL Coordinator, ext. 3777
Public Information, Media Relations	Public Information Office, ext. 3708
Student Activities	Student Services Office, ext. 3631
Student Housing	Resident Life Office, ext. 3631
Student Life	Student Services Office, ext. 3631

MONTREAT
COLLEGE